

University News

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(September, 1996)

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der the rules of the University.

Tenure: Three years in the first instance of which the first year shall be on probation. Only on satisfactory completion of probation, the incumbent will be continued for the rest of the term by the Syndicate. (The incumbent is eligible for re-appointment for another term of three years by the Syndicate subject to the rules of superannuation in force framed under the laws of the University).

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OR

(b) atleast three years experience as Principal of a College affiliated to a recognised University or as Professor in a University Department.

OR

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1. The University reserves the right to relax the qualifications in exceptional cases.
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Candidates called for interview will not be paid any TA/DA. Last date for receipt of application is 25.10.1996.

Applications from candidates, who are in service, should be sent through proper channel. If they anticipate any delay, they may send advance copies (7) to the Vice-Chancellor. However, their applications will be considered and they will be called for interview only if their applications forwarded through proper channel are received in time. It shall be ensured that such applications are sent through proper channel well in advance before the date of interview.

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Applicants should be prepared to attend the interview at their own cost at Madras.

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16-9-1996

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Editor :
SUTINDER SINGH

Privatisation of Education

Francis Soundararaj*

There have been hardly any debates, during the fifty years of independence, as to whether state control or privatisation is better so far as education is concerned. Both public and private educational institutions have existed side by side pursuing more or less similar programmes at the primary or higher levels upto even research in universities. The same ills have affected all institutions. There may be a rare exception here and there where an educational programme, in either public or private institutions, is unique and excellent. Generally, however, education has failed to bring about social change or technical innovation (as it happened during the Industrial Revolution in Britain) or advancement of the Indian mind. Social values have stood as low as ever with the poor still being deprived of the basic requirements of life including education. Our technical education and training rely heavily on the achievements of other countries. We are stragglers in the race for a technological revolution in space or industry or even in civil works. The Indian mind is retrograde still gazing at the fossilized past, still nostalgic with the experience of colonial life. Public and private educational institutions alike have so far drifted with the general apathy and inertia which permeate all our national life. These may perhaps explain why the relative merits of different strategies, public and private, were not considered effectively to pull our nation out of hibernation in order to put her on the path of advancement. At best we have only maintained what has been passed on to us from outside. There is little evidence of our leadership in the comity of nations and global life and work. That which passes for such leadership is the flaunting of our past tradition and achievements.

Public Educational Effort

Fifty years of apathy and lack of zeal is too long a wait to retrieve education from the malaise it suffers from. The public control of education in vogue is partly to blame for such a delay. The fault lies not in lack of will on the part of the public system. The reasons lie elsewhere. In the first place, the goals and purposes of education which suit our aspirations and purposes were not critically examined and recast. This is because, amidst the preoccupation of the new government to administer the largest democracy in a complex network of spheres, the system of education defined by Macaulay's minute was allowed to continue along with the assumptions on which it stood. The curriculum of the London model — Rhetoric, Logic, Philosophy, Languages and Liberal Arts — which was put together for the sake of the leisured elite class — Princes and Lords — was adopted; and public schools and universities were established after the same manner and for the same purposes in cities and urban areas. The alternative, namely, reversal to the system of oriental education was not advisable either. The latter would have isolated our country from the rest of the world in its technological progress. It was too much for a public system to initiate, pursue and implement a new programme which ideally lies

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between Macaulay's aims of introducing Western Education and the oriental system of education. Bureaucratic procedures and other serious constraints inhibited such an exercise. Drifting with deadwood was a natural consequence. The state-controlled attempts at reform — committees and commissions — were not sustained and effective. They were sporadic and not critical of the system given to us. They generally maintained the old system with only marginal syncretic changes. While the pursuit of the Western model was ineffective, the preservation and development of our own insights into education, as it was imparted in the past, were given a let go.

Secondly public funding of education has been an insurmountable problem. This is a universal phenomenon and not peculiar to our country alone. With fluctuating priorities necessitated by the changing social policies of the parties in power, with unanticipated expenditure such as financing war and relief and with ever so many demands on material resources for the programmes of the welfare state, allocation to education has always stood low. At least in countries like India there was never a bright scope for augmenting revenue from consumers. Users of education, whether they are well-to-do or not, compensated less than 5% of the total expenditure on education. Free education and grants-in-aid, justifiable in terms of meeting social needs, have further reduced the availability of limited resources to finance educational reform and development elsewhere. Whims and fancies of politicians which were instrumental in launching programmes with the intention of exploiting the vote bank often led to unproductive expenditure and wastage. Owing to serious resource crunch such ills as classes without teachers, teachers without adequate payment, schools and colleges without infrastructure, programmes abandoned or half implemented, paucity of schools and colleges in rural areas, lack of maintenance financing etc, have plagued our educational planning and reform. Institutions which promote technological education and training as centres of excellence are in great difficulty in updating instrumentation and research relevant to the march of knowledge. Thus public funding has met with many problems including inadequacy of expenditure, fortuitous and wasteful spending, paucity of resources, and many others.

Thirdly the ineffectual performance of most public educational institutions is often the direct result of non-involvement of performers at almost

all levels. Incompetence of the product at the end of a course of study or training; incompetence and irresponsibility of the employee in delivering goods, be he or she a teacher or an office attender; irrelevance of the curriculum; gap between effort and expenditure on the one hand and performance on the other; lack of a critical analysis of planning, execution and result; and a general mood of apathy and indifference mark the work of many public educational institutions. This is perhaps because of the general absence of initiative and zeal in these institutions. These are not either encouraged or rewarded. The curse of the public system is the anonymity of the worker, those craving for identity and recognition are often ignored if not discouraged. Therefore mediocrity has come to stay in the absence of any proof of competence, innovation and excellence; in these institutions challenges are few. On account of some or all of the reasons stated above, our products, especially from public institutions are unemployed or unemployable. They are poor thinkers and communicators. Our teachers and trainers are incompetent and mediocre. Nothing has been done effectively to arrest their non-performance. Non-involvement is also the outcome of a breakdown in ethical values. "Simple living and high thinking" was the hallmark of the teaching profession in the past but today it is not free from the taint of worldliness and lucre. Motivation is perverted and performance commercialized. It is not altogether fair to attribute these ills to public institutions alone. There has been a general deterioration of life; and our educational enterprise, mostly in institutions under public control, has not been lucky enough to survive such onslaughts. What is worse, ineffectual performance has not left any heart ache in the performer. Insensitivity to an all round deterioration in the educational enterprise is most appalling.

The educational system which is under government control is more vulnerable to pulls and pressures from forces outside than private systems. Politicisation and unionisation have wrecked many a state educational enterprise. Strikes, hooliganism, blackmail and intimidation have held many institutions to ransom. As a result, day to day instruction has been hampered and student development has been seriously affected. The investment made in education has remained unproductive. Untaught students, non-teaching teachers and non-performing institutions are maintained at state expense because of these outside pressures. Compromises

made by governments and universities at the instance of unions have stifled educational conscience and forestalled initiative and progress.

The handicaps of the public system of education do not mean that state enterprises have failed. It only means that the state's involvement in educational enterprises is wrought with many problems which are beyond its control. Nationalisation may bring good to institutions the performance of which is predictable and controllable. Where education is concerned human resources have to be handled but these are unpredictable and not easily manageable collectively and at national and state levels. The top heavy structure of the sprawling public system, be it a government or even an affiliating university, works against decentralisation, and against unitary systems which are more effective. Total autonomy is under jeopardy and without it initiative and progress may not be possible to the extent and degree one may want them to succeed. It is therefore imperative to seek viable and performing alternative strategies if we desire Indian education to be effective and comparable to that in other countries in efficiency and excellence. This does not mean that public educational enterprise shall cease overnight and that alternative systems must take over. Any enlightened Indian citizen must be open to frank reasoning and positive thinking which may build conviction, even if it fails to become a blueprint for change.

Privatisation of Education

It is against this background this paper seeks to consider privatisation as a desirable alternative.

Privatisation of education is the only remedy to the ills from which we have sought release in vain in the post-colonial age. It may be defined as a strategy of facilitating the processes of education to reach desired goals. It is obvious that they cannot do so under the controls of a public system. The greatest benefit that privatisation can confer on insightful educationists and promoters of education is academic and administrative autonomy. Where it is denied, or even qualified by extraneous conditions, education cannot be effective.

The gains of privatisation of education are many. It promotes initiative, encourages quality oriented progress and development. Redefining the goals of education in the post-colonial era; shaping curricula according to global, national and local

needs; preservation and development of insights of the past into the education and many other concerns hitherto not thoroughly examined may be re-examined by persons and institutions competent to do so but who are free to think, plan and execute a master plan for the total development of education. They may usher in a new era of self-study, educational reform and effective service to the present learners and to the potential and prospective learners of the nation. Initiative not only governs academic reform but it also makes it obligatory on the part of the private agency to finance the educational venture. Total quality management requires comprehensive planning and adequate material resources for effective implementation. Heads of even state owned institutions in the US are therefore expected to raise adequate funds from alumni, philanthropists, trusts and individuals in the interest of implementing programmes made with initiative and competence. Initiative is thus the source of educational renewal and development, not money alone, although the importance of material resources cannot be belittled.

Privatisation breaks up monolithic top heavy control and prepares the way for multiplying individual ventures and insights into academic planning. Such a course undercuts over-centralized and uniform legislation, irrespective of marked differences in the goal of education and local needs. For example, the goals of education may vary according to the visions of educational agencies. They may be academic, or global and national in outlook, or socially oriented. While any good programme will take note of all these dimensions, specialisation of goals may be given emphasis for the training of the youth with specific purposes. Similarly needs are different. Rural and urban areas, industrial areas, spiritual centres, areas of service personnel and their children, areas of technological concentration and many others cannot have a uniform educational goal or method of imparting knowledge. Different strategies are necessary to meet different needs. Decentralisation of educational enterprise among competent and insightful educational agencies will accelerate competitive growth and quality maintenance through speedier means of keeping pace with knowledge explosion, through quicker and appropriate curricular changes. Lack of this feature in education makes it obsolete and less useful. Unless an educational agency is free to make changes in syllabi and curriculum as and when they are need-

ed, utility of education and research will suffer. Utility cannot be divorced from knowledge pursuit at least until we are affluent enough to pursue knowledge for its own sake. However, this dimension of education ought not to be indifferently handled where science and technology are concerned. Privatisation will develop institutions of excellence which may be specialists in the pursuit of different programmes. They may not be identical with unidirectional deemed-to-be universities although they are somewhat similar. These and many other advantages of decentralisation as well as conferment of total autonomy on institutions chosen for proven competence in educational reform, are in favour of privatisation.

Privatisation will succeed, notwithstanding absence of control, because competition will be the real test of quality service. Private agencies which do not have academic credibility and verve for true service will not attract social accreditation and they will eventually decline. Choosers of institutions nowadays, in our country, are not led by blind urges and decisions forced upon them. While employment still continues to be the major urge and inevitable factor in the exercise of choice, the quality and success of institutions as promoters of relevant education stand high among the priorities of consumers of education. Naturally, therefore, educational agencies which are not self critical or effective in imparting education will be rejected by the public or at least marginalized.

One of the major drawbacks of the public system is the failure to ensure the academic worthiness and competence of the faculty. Firmness in monitoring this aspect often plunges public institutions in forced inaction. Such a state causes bitterness, legal battles and paralysing of work. For this reason they become powerless spectators of much academic ruin. Unless the faculty are academically trim and pedagogically competent, education can seldom be effective. Privatisation helps, to a considerable extent, to devise ways and means of ensuring teacher competence and pedagogic success. Careful screening, continuous evaluation of teacher performance, incentives to creativity in the stretching of student potential and other progressive measures have been successfully enforced by appropriate monitoring in many self-financing institutions. Teacher evaluation is generally successful, if it is absolutely open and made available to teachers. Suggestions for improvement do make them better year after year

where the feedback is given periodically, specifically highlighting areas of improvement, and where it is not deliberately used for firing a teacher. The performance appraisal may be made with the help of a reliable format of evaluation (that of San Jose, California is recommended) quantified on a five point scale. Where there is little improvement after at least four evaluations, the teacher may be cautioned about the wrong choice of profession. But this must be done at the early stage of entry into the profession.

Privatisation of education entails financial autonomy. The funds at the command of the educational agency are the source on which depends the success or failure of privatisation. Academic and administrative autonomy cannot be effectively implemented without adequate material and human resources. They are indispensable for providing optimum infrastructure as well as competent academic and administrative staff. Library and Internet facilities, labs and classrooms, playgrounds and stadium, meeting halls and conference rooms are necessary to implement the programmes of the college. Comfortable hostels, canteen and departmental store are others which cannot be ignored. More important is the finance required for adequately paying faculty of proven competence. In addition, facilities for visiting faculty and overseas scholars on sabbatical are also necessary. Inadequate infrastructure and mediocre human resources will lead to unhelpful academic and pedagogic compromises which will affect the performance of an educational agency. Therefore, investment of considerably large capital is necessary for the successful implementation of privatisation. Generation of resources by private educational agencies in the West depends on the patronage of alumni and alumna, philanthropists, clubs, charitable organisations and also on endowments, projects and property bequeathed by high-minded individuals to educational institutions. In addition, student fees are quite high in order to help private educational agencies perform well and sustain viability. In our own country most of these strategies may not work. However, financing of education by its consumers remains, by and large, the major source. This appears to be a burden to those who, though well-to-do and can pay for such education, benefit largely from public subsidies paid to meet most of the cost of education. If we consider for a while the legitimacy of paying for the goods and services we consume or enjoy, it is only

fair to expect consumers of education not to be unduly complacent with meeting less than 5% of the cost of education. As for the poor who cannot afford to pay for their education, scholarships and freeships must be created by both the state and the private educational agency.

Privatisation is meaningless unless close monitoring of planning and implementation of educational programmes are ensured through self study as well as internal and external accreditation. Continuous performance appraisal will ensure progressive improvement of the educational services offered until the educational agency moves up to the top of the list of centres of excellence. Instruction, evaluation of student performance, counselling, placement services, health services and other student needs will be met in order to promote the total worthiness of the product. Teacher performance appraisal is a necessary corollary.

Privatisation cannot be indiscriminately extended to all. The danger of doing so is that of moving back to the present state of helplessness in the development of education. Only those agencies which have shown proven competence at carrying out educational reform and are known by their programmes and products could be given the freedom to privatise their programmes. They must prove their financial viability. They must also submit themselves to the regulatory control of the state to promote quality and effective performance. Where privatisation ceases to be effective and degenerates into a means of pandering to commercialisation of education, it has lost its purpose and credibility. Privatisation is a progressive step in educational reform only on condition that it does not lead to commercialisation.

It is perhaps desirable to consider self-financing educational agencies as a potential mid way experiment between public and private educational enterprises. Extension of privatisation to such institutions will depend on the successful use of the limited autonomy conferred on them by virtue of their non-dependence on state funding. Although they are berthed within the affiliating system and subject to state control, educational reform is possible within certain limits. An instance in point is Kodaikanal Christian College which is a self-financing Arts and Science college affiliated to Madurai Kamaraj University. It was established in November, 1994. Within a span of a little over two years

innovation and academic reform have been successfully made. The college offers undergraduate courses of study. Paradise Academy, a parallel academic body which functions under the same Trust offers enrichment courses which include spoken English and Public Speaking, Computer Science, Value Education, Fundamental Mathematics and an elementary course in History of Ideas. Every undergraduate is required to take all these courses in addition to the regular university courses. They are also required to do a two year diploma related to the major discipline. Preparatory courses for training students to take such entrance exams as MBA, MCA, TOFEL, etc are also offered. Student weekly assessment is continuous and formative. Dependence on terminal assessment thus stands minimized. Faculty are chosen after careful screening and their performance through the year is continuously assessed by using atleast five formats including that of San Jose University of USA. Feedback is given to them every six months. Their employment is on contract until their competence is established through such evaluation. Eventually tenure has to be earned by their ability to sustain their academic worthiness and pedagogic competence. They are paid at least UGC stipulated salaries. Their stay and accommodation are subsidized. The fee structure under the Trust has been rationalized. The total running cost is divided among the students. With only a partial privatisation through self-financing, K.C.C. is already on its way towards international recognition. Students hail from several countries. Planners and educationists envisage the establishment of centres of excellence in some areas of knowledge within a short span of time. This experiment adumbrates the creative role that self-financing institutions will hopefully play in the promotion of quality education in our country.

The foregoing account is a balanced comparative estimate of public and private enterprises in education. It will be seen that greater benefits lie on the side of private agencies but these are available only to those institutions which monitor their programmes with integrity and generate their own resources for responsible spending on creative and viable educational reform. In the present context of shrinkage of public subsidy for education, privatisation is the only alternative left and the way to it lies through self-financing educational agencies run with utmost commitment to the cause of education.

Work Ethics and Faculty Accountability

P.N. Menon*
Sunil Dutt**

Introduction

History of ethics associated with accountability is shrouded in the history of human race. From the time when the modes of social living were confined to small communes, when division of labour started in its crude form, conduct was formed for social adjustment within the segmented life. The code of conduct trickled down from the society at the macro level down to the family, the social unit with accountability associated with division of labour. The women folk, for instance, were entrusted with the responsibility of cooking and rearing children, whereas, the menfolk engaged themselves in hunting. The social ethics were enforced by severe punishment. Social consciousness and social solidarity was very strong in segmented society. The segmented character disappeared with the growth of population. Today, when freedom was given in a democratic society as of ours in India, people began to abuse freedom and ethics associated with work at all levels began to suffer, and the accountability became the first casualty of all institutions at all levels, be it education, public health, marriage, etc. In this process of deterioration of work ethics was the area of education — general and technical at all levels. Particularly at a time when the country requires large number of fully trained technicians with right knowledge, skills, attitudes, coupled with moral strength to man the growing industries of the nation as well as to become self supporting entrepreneurs, teachers teaching in the polytechnics have to play a significant role in this context.

There was a time when teaching was considered a noble profession and people opted to become teachers with that attitude of mind. Today teaching is treated as a vocation. Those who kept the former view of teaching were characterized by the qualities of altruistic service, sense of devotion and commitment. Above all they were intrinsically motivated.

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Status of Technical Teachers

Paradoxically, the modern society measures everything in terms of material one possesses and the teacher has neither money nor power to command respect in society. The conditions of teachers in polytechnics is very pathetic. There is a general feeling among the academicians and directors of technical education that they are not proving themselves equal to the task to the desired extent. The World Bank has syphoned 1600 crores of rupees for the qualitative development of polytechnics. Every year new polytechnics are mushrooming and the existing ones are expanding at an unprecedented rate, often with no clear objectives to support faculty selection and developmental programmes. As a result, the demand for faculty is so great that the standards are often compromised with and the existing qualifications for appointment are frequently lowered. Also, though pre-service training is essential for school teachers to become eligible as teachers, polytechnics are, however, exempted from this practice. That is why the new entrants into the system are not found equal to the task entrusted to them. In addition, the vertical mobility of polytechnic teachers is restricted because of the limited cadre hierarchy. Pay scales may be yet another demoralising factor. Teachers in polytechnics have to struggle hard to make both ends meet. Furthermore, service conditions and work environment prevailing in the polytechnics, particularly in the northern region are not conducive to promoting excellence and quality in the system. All these and many other issues facing them in polytechnics can make the teachers non committed and demotivated.

Concern over large number of demotivated and stressed teachers in polytechnics has grown among the administrators of polytechnic education system at all levels. Researchers, educators, industrialists and general public have all expressed strong apprehension regarding the dysfunctional consequences of these disenchanted, demotivated and non-committed teachers. Another concern is the impact of this poor status of polytechnic teachers on teaching process itself, especially in the polytechnic with preponderance of the disadvantaged students who can ill afford a deterioration in teacher motivation and commitment coupled with work ethics and accountability.

Faculty Accountability

The most important factor that determines the quality of the students emerging from polytechnics is the quality of the teaching staff. The challenge that lies before every teacher is to train students in the fundamental fields of knowledge and provide them with critical quality of mind and durable quality of character that will serve them in circumstances which we are unable to foresee today. If the engineers and technicians working in industry are found to be corrupt and indisciplined, this can certainly be attributed to the quality of teaching they received at the ripe stage of their development in high schools and technical institutions. At a time when there is a complete crackdown of moral character in society in the form of private tuition work, consultancy and other vocational pursuits, to keep teachers committed and motivated to their teaching alone is a matter that requires high moral strength. This factor is to be viewed keeping in mind the poor pay scales and the service conditions accorded to the teachers working in the polytechnic education system. However, the teacher should feel accountable to maintain good classroom instruction, doing constructive research work and conducting performance evaluation of themselves and students to bring quality and excellence in the polytechnic education system.

Classroom Instruction

The teacher has got a particular responsibility to improve upon his personal/professional competence. This can be achieved not merely by increasing their qualifications, or upgrading and updating themselves, but by concerted efforts directed towards the preparation for everyday's class lesson by selecting appropriate teaching strategies and the use of effective media and teaching skills. In addition, the teacher must know and feel the students' individual problems and provide adequate individual guidance.

Research Activities

What is prominent today in polytechnics is severe dearth of research activities associated with instruction. This is mainly responsible for lowering the quality of teaching and student performance.

Performance Evaluation

At a time when the central and state governments are advocating that polytechnics should develop themselves as self-generating system and produce fully qualified and trained technicians to be accepted readily by world of work, and also to make them self-supporting and prospective entrepreneurs, the teachers have got a greater accountability not only

for assessing the students continuously but also to assess themselves through introspection as well as by seeking the honest opinion of students through effective assessment procedures.

Work Ethics

Work ethics according to Indian psychophosophy is an effort to manifest the inherent divinity, known as spirit, through a progressive transformation of human response development from *tamas* to *rajas* to *sattwa* and beyond. Such a work ethic draws our attention to the reality that the work field itself is a temple, work itself is worship and the whole process is a communion between the two. It also reconciles work ethics and ethics in work. The ethics is concerned with the attitude with which work is done. According to *The Gita*, work should be executed without any desire for the result. Therefore, to give up such expectation of results is an efficient strategy that reflects both ethics and work, and work ethics keep a person free from anxiety and stress and gradually purify his mind.

A Model of Work Ethics

A model of work ethics which can be universally applied to any work field by any person, consists essentially of the following elements :

- a) Establish realistic goals;
- b) Define the situation in which one is placed. Here, the situation means the context which can be an organisation like polytechnic or an industry, etc;
- c) Identify one's own position in the given situation (director, principal or faculty);
- d) Ascertain one's right relationship with beings, things, and events occurring in the given situation; and
- e) Initiate appropriate action depending on right relationship with each person, being, event or thing present in the situation towards accomplishing the goal.

Here, the goal in any organisation should be to achieve excellence or self-actualization or self-realization. As with teaching faculty in polytechnic situation, this can be to become the best teacher utilizing one's own inherent potentialities to blossom forth in full measure.

A Working Model Linking Work Ethics with Accountability

The accountability is an integral part of work ethics in an organisation. For effective and efficient working of an organisation, its leadership should

imbibe the qualities of a mother who symbolizes extreme sense of sacrifice, selfless service to the subordinates, providing adequate freedom and working environment to achieving the goal of the organisation. The model of work ethics and accountability should be seen in the background of this symbolic picture of mother depicted through the leadership of the organisation *per se* (Fig. 1).

Regarding leadership, the Principal can become effective in his leadership not only by use of his authority but also by exercising his personal qualities. He must accept the responsibility for sharing the problems of their faculty and staff members. This is exactly what *The Gita* says, "It is the responsibility of the leader to be sensitive to the sufferings of the masses" (*Praja janak*). Principal or Head of the institution should cultivate the following traits in his managerial style : Humility (absence of pride), integrity (absence of deceit), nonviolence, forgiveness, uprightness (to set an example), purity (to develop faith/trust in the subordinates), self restraint (not to become a victim of bias, prejudice and sycophancy). These qualities are necessary if one has to perform leadership role in an efficient manner.

What is necessary for the effective functioning of faculty and staff members in polytechnics is an understanding Principal/Head who will give/delegate responsibilities to his faculty/staff as per their level of maturity and interest alongwith freedom to execute the instructional activities. When these things are provided in an adequate measure, these

would make the faculty and staff accountable for bringing about radical changes in the student with respect to knowledge, skills and attitudes.

The faculty should also be seen as leader in the hierarchy of a polytechnic system. It should possess all the qualities of a leader cited in the case of a Principal/Head. Here, the role of the teacher is to help blossom the potentialities of students entrusted with him to become fully trained technicians with adequate integrity and moral character coupled with professional knowledge, by providing congenial and conducive environment in the classroom.

Conclusion

Work ethics and accountability are the integral parts of instructional process followed in polytechnic education system. High accountability and work ethics are possible only through improving the status of faculty and their working conditions under an effective and efficient leadership characterized by personal qualities coupled with authority. Excellent performance of faculty with commitment and motivation is possible by giving them enough freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of community. The model detailing work ethics and accountability developed by the authors to be implemented in the polytechnic situation for optimum performance of the faculty is hoped to produce students with right type of knowledge, skills and attitudes.

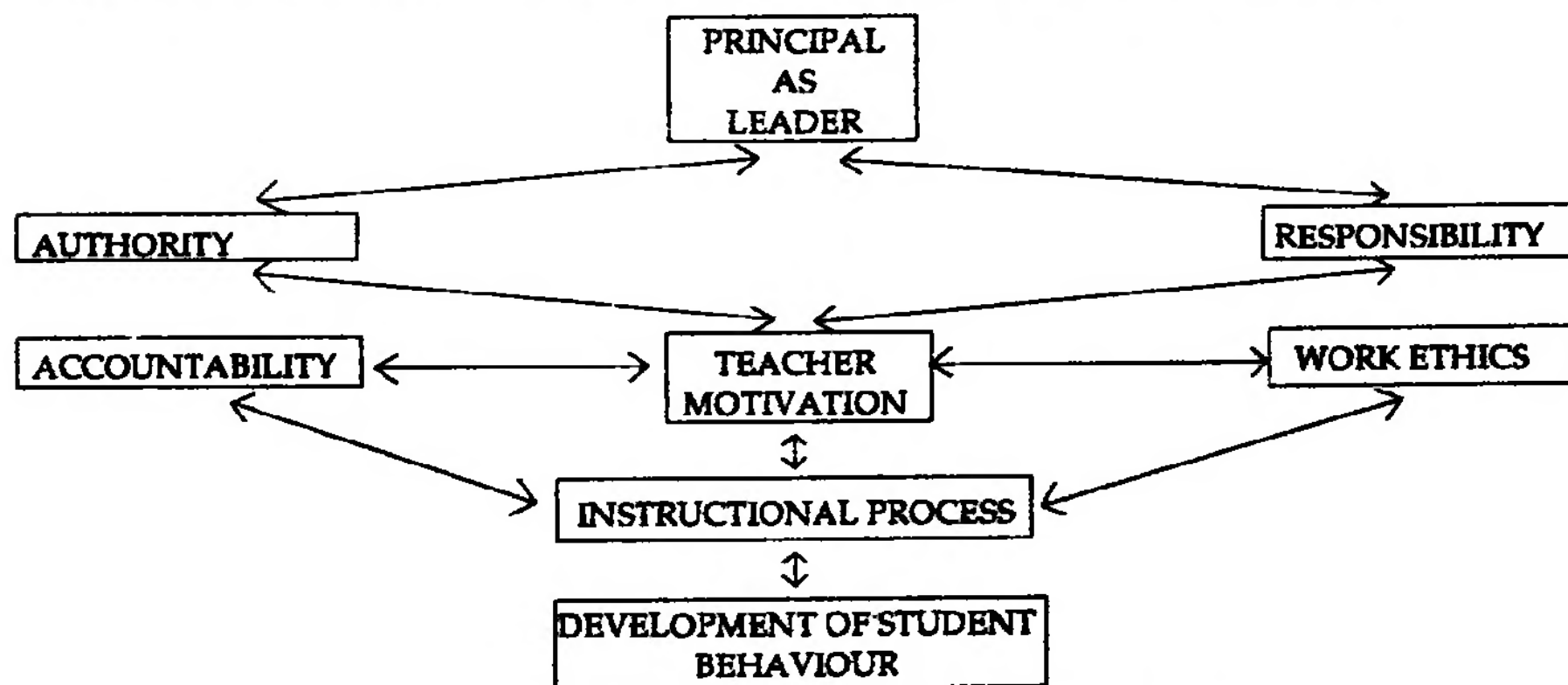


Fig.1 A working model linking work ethics with accountability.

Significance of Good Topic in Research

R.D. Pathak*
Pawan S. Budhwar**

Introduction

Any research work is incomplete or almost impossible to work on so far it does not have a topic. It is the research topic which gives a sense of direction to researchers to work on and gives a sense of understanding to the readers about the context of that particular research work. Writers in the field of management research such as Gill and Johnson (1991) discovered that the issue of selecting a research topic is generally the most problematic as there is no prescribed pattern or process, for selecting a research topic. Before coming to the characteristics of a research topic, the literal meaning of the word "topic" and a brief introduction to some models and sources related to topic formation are briefly discussed.

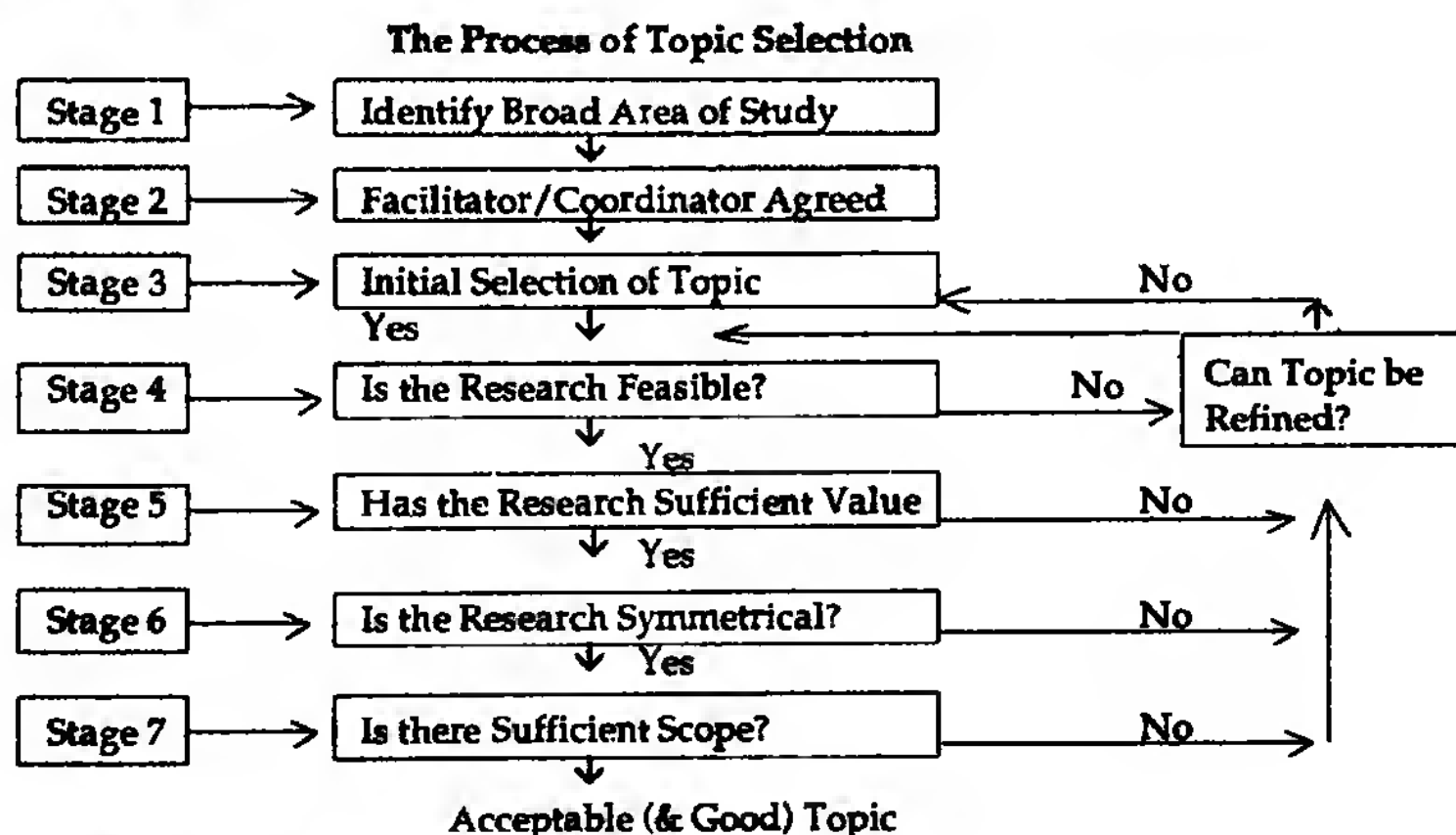
As per *The Shorter Oxford Dictionary* (1973:2328), the term topic means the subject of a discourse, argument, or literary composition; a theme, a subject of admiration or a head under which arguments

or subjects may be arranged. The latter meaning of the term topic is more relevant to academic researchers as they generally move on these lines.

Howard and Sharp (1983) have proposed a seven stage research sequence which should be useful for researchers. Equal attention to each step in the sequence should be given to save time and ambiguity in long run. Generally researchers do not devote sufficient time and attention while defining a research topic which later proves problematic. The proposed research sequence is as under:

Identify broad area → "Select topic" → Decide approach → Formulate plan → Collect information → Analyse data → Present findings

All the steps in this research sequence are of equal importance and should be given due consideration and time, if smooth research is desired. Further Howard and Sharp propose a seven stage process of topic selection. This is explained in the following diagram:



Source: Howard and Sharp (1983:23)

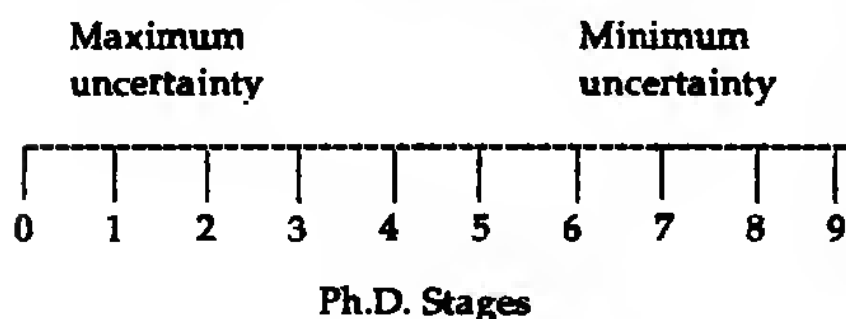
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Phillips and Pugh (1987) picking up the example of Ph.D. level research, suggest researchers to divide the whole of research process into 9 terms (1 term = 4 months full-time, 6 months part-time). Moreover, the researchers must develop an appro-

priate time-based programme which should enable them to devote their time accordingly on various steps to conduct research smoothly. An example of time based programme of work is detailed below:

THE Ph.D. PROGRESS



Time scale in terms: (1 term = 4 months full-time, 6 months part-time)

0-1 = Field of interest, 1-2 = Possible topics 2-3 = Thesis proposal, 3-4 = Pilot study 4-5 = Data collection, 5-6 = Data analysis, 6-9 = Writing up

The research sequence developed by Howard and Sharp (1983) and the time base programme proposed by Phillips and Pugh (1987) can be helpful to researchers to a great extent in developing a research topic, especially, to new researchers to whom nothing may be clear in the initial stages of their research. The generalisability of these models is questionable as experienced researchers adopting a deductive research strategy don't have to devote so much time in the selection of research topic, suggested by these models.

Research Topic Selection

To summarise, it is sensible to adopt a systematic approach to topic selection. Gill and Johnson (1991) give two fundamental ways of forming research topics. First, by thoroughly analysing the literature, formally stating the problem, developing major questions and then collecting relevant data. Secondly, an open-ended approach to the topic which might be more stimulating. The choice between the two depends on the research approaches selected, such as for action research and ethnographic approaches, open-ended approach is suggested whereas programme constraints are placed on those using surveys and experiments. Brewer and Hunter (1989) suggest that multi method strategies may help overcome these constraints to problem formulation.

Very rarely researchers are allocated research topics, exceptions being lower level of research such as in schools or at times in colleges but at doctoral or

higher level researchers are encouraged to find their own topics (maybe with the help of their supervisors/facilitators). The main sources of topic generation are the ideas of human mind which emerge automatically/naturally on the basis of their work and intellectual experience, often in consultation with their supervisors/coordinators, from articles of academic and professional journals, from various reports, or topics can be an outcome of discussion with experts from different fields, from conferences, seminars, workshops or some previous work in the form of dissertation or book. At times such ideas may emerge from the mind of working managers from their work experience and their meetings with others (such as consultants, academicians or professional bodies like All India Management Association or Indian Society for Training and Development). Sometimes the idea about research topic may arise due to contacts between scholars of different disciplines, while doing introspection, from brainstorming sessions and the like.

All these sources of creating an idea about the research topic are significant in one situation or other (Campbell *et al.*, 1984). It will be disastrous to rely on only one source to develop a research topic as most of the above discussed sources lack in one way or other i.e. they are not comprehensive in nature. For a doctoral or higher level research apart from the above discussed sources the researchers must consult their supervisors/coordinators/ collaborators and should take them in confidence while forming a topic, since the assumption is that they will work collectively.

Characteristics of a Good Research Topic

While conducting research, every researcher has certain objectives in his mind which he wants to fulfil. Similarly while choosing a particular topic the researcher has a number of reasons behind it and a number of expectations from it. The number of reasons behind it in the sense "why" he has chosen that particular topic and expectation from it in the sense "what" he wants to achieve from it. This is mainly based on some characteristics of the topic. Gill and Johnson (1991) have identified some characteristics of a good research topic whose priority varies with individual researchers, but they suggest that if any research topic has maximum of the suggested characteristics then it can be called a good research topic. The other side of the coin is always there. They accept it to be unlikely that all these

traits can be achieved by a researcher while developing a research topic but suggest that following factors should be checked in the proposed topic.

Access

One of the most important characteristics of a good research topic is that the possibility of access to the field/place of study is easy and the related organisations don't have many problems in supporting such a research by providing relevant information. Any research topic which fulfils this requirement will be considered as good. For example, any researcher wanting to study and compare the strategy formulation and implementation of various programmes of CIA of the United States and CBI of India will undoubtedly have large number of problems of accessibility, in the sense that not only the organisations will be unwilling to provide access to such top secret data but on the other hand even the sources of secondary data will be very scarce and difficult to approach.

Though such type of research can be of great help to so many people but due to its less or no accessibility it becomes difficult and at times impossible to work on such topics. Generally such topics prove to be very broad and unmanageable for research. But at times it is felt that potentially most rewarding research topics are those which are also most inaccessible and often considerable ingenuity and persistence may be required to research further in such areas (Gill and Johnson, 1991).

Time factor

Concept of time is very important in research. Right type of research should be done at right time otherwise its relevance decreases. In the initial stages of research especially while developing a topic, sufficient amount of time should be devoted; the aim is to have "the right" topic, for which sufficient amount of ground work should be done and the researcher must not try to save time at this stage as time can be saved later on once he is on the right tracks. It is generally observed that time taken to accomplish research is underestimated, as time actually taken to complete a project is lengthened by delays due to many unavoidable factors such as mishappenings, breakdown in system (of any nature), domestic problems, work pressures and so on. At times the finishing of a project is delayed or has to be abandoned due to drastic changes in the

organisation or system as a whole. A good example can be of 1991-92, when most of the things were disturbed by the declaration of reservations in jobs in accordance with the 'Mandal Commission'. Hence, a research topics should be formed according to the need of time.

Appropriate to researchers capabilities and interests

This aspect is crucial and should be dealt with great care. If a particular topic selected is beyond the capabilities and interest of the researcher then either the research project will be unmanageable or it might not be completed. For example a student of organisational behaviour who is very poor in finance is asked to work on a topic related to functioning of IRR and CAPM methods of finance will be in doldrums as it is beyond his capabilities to work on such a topic.

The topic selected should match the capabilities and interests of the researcher so that he can be creative and efficient while doing the research and can also pursue it in the long run. Therefore, while developing a research topic the researcher must carefully analyse his interests and capabilities to

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ensure that he is capable of working on such a project.

Financial support

To carry out research is an expensive affair, therefore, it is very crucial to get some sort of financial support to do it. A good topic is further characterised by the amount of financial support it can acquire from various agencies. The selected topic should be such that if completed in a required time span would be beneficial for the concerned agencies. While developing research topics apart from other important considerations, fulfilment of the requirements of the various agencies (who might fund the research) is must. To succeed in this the researcher must convince the concerned agencies about the outcome and benefits which they will have if work on a particular topic is carried out. A good example of this can be of researchers getting various scholarships such as Commonwealth Scholarship or a project funded by the United Nations.

Value and scope of research

Whitley (1988) argues that the value of research findings varies with the type of audience for which it is produced. The value of academic research is very high for academic colleagues of the same field. However, if the findings of the research are relevant in solving some organisational problems then it can be valuable for the practitioners also. Hence, while selecting a topic for research one should carefully analyse the value of its expected results not only for various audience but also for the examiners. This can be achieved by the careful analyses of existing trends and the future perspectives of working on a particular topic.

Related to the issue of value is concept of scope of the topic selected, i.e., to what extent a research conducted on a particular topic will be helpful in addressing the existing issues at various levels of organisation or society as a whole. Do the research findings have any interdisciplinary use? Can they solve some acute problem of an organisation? If it is successful in doing so then it can be considered a very good topic to research on.

Interesting

Another important aspect of a research topic is whether it is interesting or not. Davis (1971) defines "interesting" research problems as those which attract the attention of researchers or particular communities by denying certain basic assumptions about the topic while avoiding, irrelevance, absurdity and obviousness. Therefore, if the topic is interesting then it will instigate the researcher(s) to work

with more vigour and can attract enormous amount of public attention which can be fruitful for the researcher. For example, his work can be published by a reputed publishing company or he can get some award for it.

Symmetry of potential outcomes

Gill and Johnson (1991) explain this concept as a way of reducing the risk entailed in any project and ensures that irrespective of findings, the work should be valuable. For example, a research project aimed to explore the effects of managers' careers on holding a postgraduate qualification in management would have symmetrical potential outcomes. If no correlations were found this would be at least as interesting and important as if high correlations were found. On the other hand, an example of a non-symmetrical outcome might be research aimed to investigate a possible link between psychoanalytical factors, such as the mid-life crisis, and the personality of entrepreneurial individuals. Establishing such a relationship would clearly be an interesting and potentially useful contribution, but if no relationships were found the result would not be nearly as interesting. The matter of symmetry is particularly important in researches where the contribution to knowledge is a principal criterion. However, the award and the risk entailed in a relative lack of symmetry needs should be minimised.

Future prospects

It is very difficult to say about the future prospects of research conducted under a particular topic in the initial stages. But if the topic is formed with the consultation of experts and keeping in mind the existing trends (which are generally taken care of), then to some extent we can predict the future prospects of research conducted on a particular topic. In this regard aim of any research topic should be to produce such results which can fill gaps in the existing theory and should try to create new paradigms useful to both academics and practitioners. It should pose further questions for research in the areas which are less explored so that new inventions and discoveries can be made, which should be beneficial to people from different fields.

Formation

A good research topic is one which is formed tactfully so that the results produced can resolve conflicts put forth by other researchers especially by providing empirical support to it.

If any research topic has maximum of the above discussed features then it can be considered a good

research topic. However, we must define what do we mean by good? The literal meaning of the term good is right; proper; excellent; virtuous; safe; valid and adequate (*Webster's New Compact Dictionary*, 1989: 181). The above discussed characteristics of a research topic seem to be satisfying the meaning of being good, as they seem to be proper, such as the factors related to time, value, scope, capability and interest of researcher, attraction of financial support, accessibility and symmetry of potential outcomes are very much required in any research topic. Only when such aspects of research are fulfilled, then it can prove to be right, excellent, valid and adequate. And if the research topic is of such a type then it can be put under the category of good research topic and if it is not fulfilling the above discussed requirements then it can be labelled as a bad research topic. It is worth stressing that there are no hard or fast rules for this categorisation. But if some choice has to be made to identify good or bad topics then by sticking to the above discussed criteria such a mission can be achieved. Especially when the mentioned factors throw light on the significance, dependability and practical applicability of research topics.

Conclusions

To comment that a particular topic is good and the other is bad is dangerous. To support such a statement is difficult as there are no prescribed norms or rules to support such a categorisation. Different people with different backgrounds have their own criteria for analysing and describing a research topic as good or bad. However, whether the topic is good or bad can only be proved and tested once the research is over. Nevertheless there are some basis to categorise a topic as good or bad. A good research topic may be characterised as one which satisfies the aspects of accessibility, relevance of time, capabilities and interests of researcher, amount of financial support it acquires, its value and scope, degree of being interesting and its future prospects.


Any topic which fulfils maximum of such requirements can be placed on the positive side of the continuum prepared to characterise research topics as good or bad.

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PRINCIPAL

Don't Shoot with Beta-Blockers

Jawahar Lal Jain*

Drug abuse in sports has become so widespread that it threatens the safety, health and longevity of many athletes, while perverting the original intent of sport. Although most athletes have devoted themselves to years of training and personal sacrifice to obtain their ultimate performance, others have sought short cuts to victory. Among the various groups of drugs banned for athletes by International Olympic Committee, Beta-blockers are mainly abused by shooters, archers, and in games like sailing, equestrian, diving, gymnastics, synchronised swimming, modern pentathlon, luge, ski jumping, biathlon, figure skating, bobsled.

Clinical Use

Clinically these drugs are used to prevent migraines and cardiac arrhythmias and treat hypertension, anxiety, etc.

Use in Sports

Some athletes use these drugs where physical activity is not stressed :

- To reduce anxiety and nervous tension.
- To reduce heart rate and cardiac output.
- To achieve steadiness of the hands, particularly the trigger finger.
- To assist sleep and rest before competition.

Adverse Effects

Adverse effects of use of beta-blockers are:

- Cardiac arrest/heart failure
- Cold hands
- Tendency to induce sedation
- Sleep disturbances
- Sexual dysfunction
- fatigue
- Bronchospasm

(contraindicated in Asthmatic patients)

Beta-Blockers : Usually Taken by Blood Pressure Patients but Banned for Athletes

Chemical Name	Common Indian Trade Names
Acebutolol	Sectral, Sectral-Plus
Alprenolol	-
Atenolol	Altol, Atcardil, Atecor, Atecard, Aten, Tetacard, Catenol, Atecard-D, Dibeta, Lonol, Presolar, Tenolol, Tenoric, Tenormin, Aloten, Atelol, Atelol-D, Atenova, Atenex, Beta-Biduret, Beten, Bploride, BP-Nol, Hipres-D,

*Senior Medical Officer, University of Delhi and Secretary General, SAF Games Medical Commission.

Labetalol	Hipres, Lonol, Nilol, Presolar, Tensimin, etc.
Metoprolol	Normadate, L-Beta, Betaloc, Metolar, Metolar-H, Selopres, Lopresor, Metocard, Metozide
Nadolol	-
Oxprenolol	Trasicor
Propanolol	Beptazine, Beta-Xipamlde, Betabloc/Forte, Inderal, Ciplar Forte, Propanolol, Betazine, Cardiolong
Sotalol	Sotagard
Betaxolol	- Optipress
Bisoprolol	-
Bisoprolol	- Concor
Pindolol	- Visken
Timolol	-

and Related Compounds.

It is observed that a number of shooters with high blood pressure, out of sheer ignorance, take some medicines from the banned group and render themselves vulnerable in the doping test. Therefore if any shooter or archer is suffering from high blood pressure, he can take any of the following anti-hypertensive drug.

Permissible Drugs

Indian Trade Name	Chemical Name
Aceten, Capotril	Captopril
Alphadopa	Methyldopa, Aldomet
Angiopril	Captopril
Arkamin	Clonidine
Calcigard, Depin, Depia-Retard	Nifedipine
Cardipin	Nifedipine
Cardules	Nifedipine
Cipril, Biopril, Linvas, hipril, Lisoril, Listril, Lipril	Lisinopril
- Converten, Enjace, Nuril	- Enalapril
Enam, Enapril, Envas, Enpril	-
- Felogard, Plendil, Renedil	- Felodipine

It is strongly recommended that any drug for reducing high blood pressure, migraine should not be taken by athletes without checking with the team doctor or else once caught in the doping test, they will not only be disqualified but also become liable for penalty and embarrassment not only to themselves but the country as well.

Play the game in the spirit of the game.

My Favourite Reading

MY TOP THREE

K.C. Belliappa*

It is not easy to select one's favourite books especially when one reads books that are truly varied both in kind and degree. My own interests range from fiction — old and new — to criticism. Commonwealth Literature, particularly fiction, being my chosen area of interest invariably compels me to read a lot of novels. I try hard but I must confess that I have not been able to keep pace with what is being published. However, what has gladdened me is the number of novels being written by Indians in English. We have surely reached a stage when one need not have to be apologetic about Indian English Fiction. And my first choice is the novel, *In an Antique Land* (1992) by Amitav Ghosh, who, in my view, is undoubtedly the most talented novelist to emerge in the last decade. The second book I enjoyed reading was the first novel by G.J.V. Prasad, *A Clean Breast* (1993), a novel which comes truly as a breath of fresh air at a time when Indian novelists are mostly preoccupied with either History or Magic Realism. My final choice is a collection of critical essays. When we are flooded with critical works that are pretentious or based on fashionable, imported theories or pseudo nativistic postulates, Harish Trivedi's *Colonial Transactions* (1993) is a scholarly, original work that combines the best of both traditions — native and western — and offers a model for others to emulate, though I must add, quite quickly, that it is rather a formidable task.

Amitav Ghosh in his novel, *In an Antique Land* (Delhi; Ravi Dayal, 1992) creates an extraordinary world where the past and present merge effortlessly into each other. It is a work in which there is a blending of fact and fiction and a coalescing of different areas of human knowledge — history, anthropology, philology, sociology and religion. The novel opens thus: "The slave of MSH. 6 first stepped upon the stage of modern history in 1942" (13). The slave first appeared in a short article by the scholar E. Strauss and the reference to him was in a letter written by a merchant named Khalaf ibn Ishaq in Aden to his friend Abraham Ben Yiju in Mangalore. In a world where only "the wazirs and the sultans,

the chroniclers and the priests had the power to inscribe themselves physically upon time" (17), Ghosh rightly believes that it is a miracle that anything is known about the slave. Seized by curiosity, he ends up in Egypt in a village called Lataifa near Cairo and he writes, "I knew nothing then about the Slave of MS H.6 except that he had given me a right to be there, a sense of entitlement" (19). These details form the prologue of the novel, while the next three sections are set in Lataifa, Nashawy and Mangalore. But it is a fluid division since the novel has a kind of picaresque form with a loose, episodic structure having the novelist himself as the protagonist. As a matter of fact, he is referred to as "Ya, Amitab" by others. The narrative mode that Amitav Ghosh employs results in the novel moving between the present and the past and we have an extraordinary insight into the interface between two civilisations. In the course of the narrative, the worlds of Egypt — be it Cairo, Lataifa and Nashawy and India through the Southern Coast of Malabar, notably Mangalore, are presented in great detail with the Jamesian "solidity of specification" made possible by Ghosh's prodigious scholarship in anthropology, history, philology and other allied branches of knowledge.

The bond between Ben Yiju, the master and Bomma, the slave offers us a clue to the nature of their relationship. It was not a master-slave relationship but rather that of patron and client. Theirs was not a demeaning bond and their links were in some small way ennobling — human connections, pledges of commitment. One might as well ask, what do all these signify for us who are now on the threshold of the twenty-first century? It is a stunning reminder that two individuals of different races from far off countries with diverse traditions, backgrounds and religions could indeed have had such a meaningful relationship. But the unarmed character of the Indian ocean trade came to an end with the landing of Vasco da Gama in India on 17 May 1498. Amitav Ghosh posits thus: "within a few years of that day the knell had been struck for the world that had brought Bomma, Ben Yiju and Ashu together, and another age had begun in which the crossing of their paths would seem so unlikely that its very possibility would all but disappear from human memory" (286). And once the Portuguese

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resorted to the use of military force to take control over trade in the Indian Ocean, a new era had begun in world history. Ghosh's anger at this is very evident but underlying it one can sense his profound sense of regret as well. This does not mean that Ghosh resorts to a simplistic romanticising of the past. He is aware of the prevalence of violence, bloodshed in the past — the Crusades and the massacre of the Jews and Christians. However, he seems to imply that the extortion and rapacity of Colonialism put an end to the possibility of the kind of relationship that existed between individuals as different as Ben Yiju and Bomma.

And now to the present. Amitav Ghosh goes to Egypt in 1980 and nearly two thirds of the narrative recounts his two visits in 1980 and 1988 and the novel ends with his brief third visit in 1990. In his encounters with people and their lives, Ghosh attempts to see them as human beings without any prejudice or bias or any preconceived notion. Nor is there an attempt to look upon them as exotic beings. He does not impose any kind of construct on them as is often evident in the Western man's view of the orient. Also he is without the patronising condescension often seen in V.S. Naipaul. Instead we see in him a warm empathy for a people different from himself and yet similar in many ways. One could perhaps postulate that such an attitude is the result of his training as a social anthropologist in addition to his creative gifts as a novelist. These are worlds which are still unaffected by the West, a world where people seem to be fairly content to live within their means and without either excessive aspirations or desires.

But there is a problem that confronts Ghosh repeatedly during his stay in these two villages. The villagers have a certain perception of India as a land of cow worshippers, where there is lot of chilli in the food and where when the man dies, his wife is dragged away and burnt alive. This is the land where Sanjay Gandhi sterilized the Muslims, where people burn their dead and men and women are not circumcised, that is to mean, they were not 'purified'. This view of India strikingly reminds us of the West's view of India *vis-a-vis* Said's work, *Orientalism*. One should read the encounter between Ghosh and the old Imam Ibrahim to see the culmination of the confrontation between the two civilizations (234-37). It is one of the most evocative situations in the novel where we see the insular and antediluvian viewpoints come to the open. It seems

as though, for once, the mask of catholicity is off even in the educated Ghosh and he retaliates strongly in defence of his country. But it has a shattering impact on him and what is redeeming is his ability to dispassionately reflect and analyse their conduct. Even so he is disappointed that he has turned out to be "a conspirator in the betrayal of the history that had led (him) to Nashawy".

Ghosh returns to Egypt after seven years and finds extraordinary changes in the two villages. The fruits of immigrant labour have opened up a new world of consumerism and the once familiar world of Lataifa and Nashawy has changed beyond recognition in less than a mere decade. It is not just a superficial external change, for it has affected the relations between different kinds of people to the extent that it has been "upturned and rearranged." Herein lies the contemporary relevance of Ghosh. Such happenings as seen in these villages in Egypt have taken place in varying degrees in countries like India. Ghosh while exploring this progress of Lataifa and Nashawy gives the reader an insight into the paradigmatic situation prevalent in all developing countries.

The novel ends with Ghosh's last visit to Egypt in 1990, three weeks after the Iraqi invasion of Kuwait. He meets Ismail in Nashawy who has returned from Iraq unable to bear the harassment of the local populace who have begun attacking the immigrant workers. But Nabeel stays back, hopefully to earn some more money that would enable him to complete his house under renovation. The novel ends, "Nabeel had vanished into the anonymity of History" (353). Indeed our world is full of Ismails and Nabeels. One can learn lessons from history if only one is willing. As Oscar Wilde puts it succinctly, "Man learns from experience that he never learns from experience." And so history continues to be a continuous, flowing process where the same things recur again and again. Individuals like Ismail survive because their desire for possessing consumer goods is not inexorable but men like Nabeel have no hope as they want to stay on "in a city headed for destruction."

In An Antique Land is a wonderful experiment in fictional terms. One might wonder whether it is a novel at all, for it might seem at different levels, a work of history or anthropology, or a travelogue. Kundera believed that a modern novel should

accomplish "the supreme intellectual synthesis." In this lies the real achievement of Amitav Ghosh in *In An Antique Land*. *In An Antique Land* demonstrates most powerfully how an excursion into the past is no escape from the present, but a coming to grips with the present realities of living. By juxtaposing the medieval and modern worlds of the 12th and 20th centuries in two different civilisations of India and Egypt with diverse cultures of Christianity, Judaism, Islam and Hinduism, Ghosh magnificently illustrates through his fictional discourse the need for human understanding and religious tolerance. A need which has now become a dire necessity in a world which is torn apart by religious obscurantism and fanaticism. At the end of the novel, we have 37 pages of notes that authenticate the reconstruction of history by Ghosh. In Amitav Ghosh, we have truly a novelist as scholar and *In An Antique Land*, a brilliant metaphor of our times.

Reading Prasad after Ghosh was a different experience altogether. In actual fact, *A Clean Breast* (Delhi, Rupa & Co., 1993) was one of the most enjoyable novels I have read in the recent past. It turned out to be, to use a phrase in the G.J. Veen manner, an "un-put-down-able" book. Indian English novelists are not particularly known for their sense of humour. Someone like R.K. Narayan could be amusing with his gentle irony and humour. But Prasad unlike most of his contemporaries can make us laugh heartily, fairly regularly, in his novel.

Instead of attempting a critical analysis of the novel, I would like to highlight what I liked in *A Clean Breast*. What captivates the reader is the manner in which two narratives are intertwined in the novel, narratives that belong to different generations and different places. It does not turn out to be, as it often does, a mere contrast of old and young or of tradition and modernity. Prasad repeatedly reminds us how they are not categories to be regarded as opposites but indeed complement each other. In this manner, Prasad is able to avoid stereotyped simplifications about life.

The novel focuses on Mookku Mohan's quest for identity, — he's not sure whether he is a Tamilian, North Indian, Delhite or plain Indian — his adolescence, his unhappy marriage with Sushila. All these constitute a series of delightful experiences, the most memorable one being his discovery of a photograph of his wife's breast in a book. This finally

leads to the break-up of his marriage. Mookku is endowed with an extraordinary gift. He has visions wherein he sees the deaths of various persons like his grandfather, Mr. Mallik, Mr. Rajan, Dr. Sar Chakkar and others. Interestingly, all these people die in accidents. This does add drama to the narrative. Mookku's father, on the other hand, lives by the notebook, "that book was his word and his life was a jihad to make it come true." If the future is seen only in terms of death by the son, the father knows everything about his future, thanks to his book. Actually, all the events of his life occur as outlined in the book.

Apart from its readability, another striking thing about the novel is Prasad's creative use of the English language. Honestly, I cannot think of another novel which is bold and innovative in its use of English after Raja Rao's *Kanthapura*. He uses common Tamil words like 'Amanda!', 'Dei', 'Chumma ira di', 'Varunam, varunam'. These words do make sense in the context in which they are used. Occasionally, he seems to carry this a little too far when he uses Hindi words in sentences like this one: "Aisa hi hota hai, Maan jayagi, Nayi nayi dulhan hai na. New Wife, new fight". One must add, however, that the English words at the end prevents the sentence from becoming totally incomprehensible. Prasad is quite good in coining phrases and expressions such as, "ink-drop-ling" or "Susheela looked missiles at us." he can be daring as in, "I was most embarrassed and most exasperated by my feeling of the most frustration." Literal translations of Tamil proverbs are liberally used in the novel. I for one am for this kind of English usage in our context if it can be carried off as well as Prasad does in his novel. Curiously, our critics who are more than willing to accept African English seem to be rather offended by the kind of experimentation we see in *A Clean Breast*.

The climax of the novel is the killing of Mookku's father by his step-brother which of course lands Mookku in jail and he is hanged for an offence he did not commit. *A Clean Breast* is easily one of the most hilarious books I have read for a long time. I only wish to add that Prasad deserved a better layout, a different cover jacket and a more efficient proof reading.

When critical works are dime-a-dozen today, it is refreshing to read Harish Trivedi's *Colonial Transactions : English Literature and India* (Calcutta; Papy-

rus, 1993). This excellent collection of ten essays focuses on the literary and cultural exchange between India and England which Trivedi rightly terms as a *transaction* : "in the many connotations of this quintessentially English word : as an interactive, dialogic, two-way process rather than as a simple active-passive one; as a process involving complex negotiation and exchange, including some 'give' or accommodative resilience on both sides to facilitate give and take : and as a prolonged and sustained process of transition through which one state of affairs is transformed into another"(15). Three of the essays deal with the Reception of English Literature in India, four essays are to do with the Representation of India in English Literature and in the last two essays called Reorientation, Trivedi sets up his own agenda for English Studies in India.

In the opening essay, Trivedi ably demonstrates how Shakespeare who arrived at the height of imperial glory in India now finds himself deglamourised and remains in independent India as one among many writers thus losing his canonical status. Then follows a brilliant essay which traces the progress of Omar Khayyam in various *avatars* in Persian, English, Hindi and Indian English reflecting "closely the linguistic cultural evolution of modern India from c. 1780 to 1989; it also provides a complex 'orientalist' sub-text of our colonial condition." Then follow two interesting essays on Tagore's views on Nationalism, Internationalism and Imperialism and T.S. Eliot's influence on Modern Hindi Poetry giving rise to two literary movements.

The second section which examines the different modes in which India was represented in English Literature, begins with Byron's response to the East. Through his incisive analysis of Byron's poems, Trivedi shows how Byron was both original and sympathetic in his representation of the East and was clearly free from the stereotypes found in his contemporaries, Robert Southey and Thomas Moore. In doing so, he demolishes the seemingly infallible model of Orientalism given to us by Edward Said and points out Said's totalising theoretical discourse does not enable him to distinguish a Byron from a Southey or a Moore. So much for some of these holy cows of Western academia! The next essay brings to light for the first time the nature of relationship between Tagore and Thompson. T.S.

Eliot's engagement with India is explored next in what I regard as the weakest essay in the collection since Trivedi allows himself to be overawed by his own argument that Eliot's treatment of India in *The Waste Land* "bears a latter-day orientalist and immitagably christocentric bias". He then compares Edward Thompson's Indian trilogy with E.M. Forster's *A Passage to India* and persuasively argues that the former is able to locate India without any unnecessary mystification and hence is able to grapple with the contemporary social, political and religious realities of India better.

However, it is in the last section that Harish Trivedi is at his best in his attempt at problematizing the place of English Literature in post-colonial India. He points out how our "Indian-language" writers after creatively using English literature for over a century now have gone on to liberate themselves from "this historically necessary but now historically exhausted stimulus." Whereas these writers have achieved freedom and liberation, we who teach English literature in our classrooms are still slaves. And as a vital step towards achieving this liberalisation, he offers his own formula, 'Panchadhatu' comprising Literature in English from England; Literature in English from Elsewhere; Literature in English Translation; Literature in a Modern Indian Language and Literature in a Classical language. And he believes it is only through such an attempt that we can decolonise ourselves and achieve some semblance of literary and cultural autonomy.

It is a pleasure to read Harish Trivedi, for in him we have a critic who uses a language free of jargon, without trying to obfuscate the reader (Remember Bhabha!). Here is a writer to whom English comes easily; he is able to write with wit and humour and never sounds pedantic despite his enormous scholarship. Above all, in Trivedi we have a scholar, in the Arnoldian tradition, who believes in what he is writing, is keen on communicating to others and also wants to be understood. In his introduction, he remarks, "what we need to be worrying about in India is not so much the Western/imperialist ideology and projection as the Indian response to such a project in terms of practice, impact and transformation". And in *Colonial Transactions*, Harish Trivedi has given us this much needed *Indian response*. This book is a 'compulsory-read' for every English teacher worth his salt.

Teacher Education: Search for an Identity

Dr. J.S. Rajput, Chairman, National Council of Teacher Education, delivered the Convocation Address at the Khalsa College of Education, Amritsar. He said, "Several studies show little impact of teacher training on learning attainments of children. This is an alarming situation which clearly indicates the lack of rigour and professionalism in teacher education. The way teacher training is imparted leaves little impact on the trainee. The parents never worry about the teachers of their wards being trained or untrained. The professional status of teachers is considered low vis a vis other professionals. Teacher education has not yet distinctly established the need for its essentiality as is the case for professions like law, medicine and engineering. People need to be convinced of the inevitability of teacher training for good education." Excerpts

The present century has seen greatest of advances in science and technology, resulting in an entirely new approach to life and quality of life. What remained impossible for centuries became possible in this century. The 20th Century would be remembered for several of its contributions. One of these would be the global up-surge for universalization of elementary education. As a consequence, the education systems everywhere are expanding, striving to reach each and every child in every nook and corner of their respective nations. As a consequence, the systems are under severe stresses and strains. A failure rate of more than 60% in so called public examinations after few years in schools was considered a normal occurrence in many countries. This was in addition to dropout rates and large number of unenrolled children. This situation can no longer be allowed in the context of Education for All. The present education systems worldwide are, generally speaking, elitist in their approach and design. These were developed only for the select few who belonged to the upper crust of the society. Even with the much need-

ed expansion of the system and the corresponding growth over the latter half of the twentieth century, these systems have mostly retained their earlier structures and designs.

Learning is now the key word instead of teaching. There are several justifications for this shift in emphasis. The impact of scientific and technological change can no longer be ignored by the education systems. Science, Technology and Mathematics are now compulsory components of school curricula in most of the countries. There is a universal realization of the need for changing teaching learning methodologies. Attempts are being made to ensure that the obsolete techniques are replaced by those more suited to the changing demands of the learning situations. Efforts are being made to relate education to life. Curricula are being developed to ensure their relevance to the societal needs as well as the learning needs of the individual. There are several other emerging concerns which are demanding inclusion in the curricula, e.g. human rights, value inculcation, national values, nurturing the hu-

man qualities, environmental education and others. Changes in school curricula to accommodate new demands are taking place gradually. This in itself is a tough exercise. The problem of increasing work load needs to be tackled early and effectively.

Who would hold the key for successful implementation of any new initiative in education? In my view, it is the teacher and the teachers of the teacher. Consequently, education programmes in future shall focus on techniques conducive to "learning to learn". Only such individuals who possess this skill would be skilled enough to change with changing times and would be able to contribute positively in their adult life. The challenge before the teacher and the teacher education system is to give sufficient consideration to all these aspects. The system must revamp itself to keep pace with the changing times. The process of professional renewal and upgradation is a continuous process, which requires rigour, effort and clarity.

Respective Roles

The emerging challenges before the society shall continue to comprehensively redefine the role of teachers, parents and planners of education system. Teachers will be the main protagonist of the change. They shall demand partnership in policy formulation. Keeping in tune with the times, the need to give autonomy to teachers would be increasingly emphasized. One-time-trained teachers will no longer be able to survive professionally. Only those who continue to learn and acquire new skills would be respected by the children and the society. Teachers will have to become professionals in every re-

spect. They shall guide the parents and the community to visualize their roles in educational developments. They will have to contribute in a meaningful manner in supplementing the learning and growth of their children in various significant ways. Parents will have to be prepared to look after their wards in a manner that would respect the sensitivities of the impressionable young minds. They have a right to get quality education for their wards in good schools and by good teachers.

Beyond the Schools

Universalization of elementary education and other efforts to provide equality of educational opportunities would necessarily have to utilize the potential of open learning. The professional upgradation of those who have already acquired certain skills and education, could be attempted utilizing these techniques. Encouragingly, such efforts have already proved their worth in several cases. These could cater to the need of a comprehensive approach in life long education as well. It would also be necessary to develop partnership in educational endeavours. Governments shall have to take the assistance of the community, the non-govt. organisations, universities and other institutions to ensure educational developments in future. Changes are taking place in schools and in the society simultaneously. Profound changes are taking place in the quality of life, approach to life and expectations from life. How could a model of teacher education developed decades ago respond to the changing demands?

The resource crunch, human

as well as financial, has prevailed practically all the schools, teacher training institutions of higher level. The critical issue before the institutions and the governments is 'how to arrange additional resources'. If one gives a serious thought to the issue, it would be evident that the main bottleneck in education at all levels is that of the lack of human resources.

Expectations from Teachers

There is generally a mismatch between real teacher prepared and recruited by the system and the expectations emerging out of the education policy from the teachers. Teachers find themselves in a trap. They are being attacked from all sides for the ills in the education system. So much is expected of them. They work in difficult situations, in situations of deprivation and under severe stresses and strains resulting out of inadequacy of equipments, teaching learning materials and even space. They are still supposed to be good teachers, caring, knowledgeable, capable of answering all the questions, good researchers, problem solvers and what not. They are supposed to regularly update their awareness and knowledge through self study and keeping themselves in touch with the changes taking place all around. They are supposed to be good fathers and mothers. Over and above, they are supposed to be good human beings. A teacher is expected to be a good community organiser, cultural activist, collaborator, resource mobiliser and someone fully sensitive to the gender issues. His approach has to be non discriminatory and based upon social justice and equity. One could go on expanding this list as has been done on many occasions.

A comprehensive look would indicate that only a superhuman could have all these attributes. The existing education system provides poor quality general education and teacher education to teachers but expects them to deliver good quality education to the children. The situation is not only highly complex but often quite confusing. When a dam collapses, those blamed are the engineers and architects and not the workers who have followed the instructions. Just the reverse occurs in case of teachers. When the education system fails, the governments and the decision makers are never blamed, only the teachers are blamed for the failure. Essentially the existing system is cracking under its own contradictions. It is the community of teachers, which in spite of all odds, is still holding the system together. If the total collapse has been prevented so far, it is only because of teachers and the teachers of teachers — the teacher educators.

Beyond Teaching

It is really amazing that the society even today expects the teachers to deliver the best in spite of such large magnitudes of multiple inadequacies. Teachers are never supposed to say no to any situation or any assignment. In India right from the census of the people to the count of the cattle heads, the voters' list, the elections, the immunisation drives and what not — all these become the responsibility of the teachers. There are situations in certain large countries where lady teachers are given far less remuneration than the male teachers. It is generally accepted that lady teachers could do much better in the early stages of school educa-

tion. There are practices which exploit them and make them suffer in dignity and self respect. In Latin American countries, 85% of teachers are females. They are supposed to be happy with lower salaries as these are considered 'good second income'. In all these situations the main sufferers are the children and in the long run the nations suffer. Many of the aspects described above are usually not brought on paper and in policies. Whenever it comes to taking a realistic look, the decision makers just look to the other direction and wash off their hands. Usually, these are ignored as 'matters of details'. In good education, every detail matters and matters much.

Isolated from Policies

An introspection would not be out of place. Several studies show little impact of teacher training on learning attainments of children. This is an alarming situation which clearly indicates the lack of rigour and professionalism in teacher education. The way teacher training is imparted leaves little impact on the trainee. The parents never worry about the teachers of their wards being trained or untrained. The professional status of teachers is considered low vis a vis other professionals. Teacher education has not yet distinctly established the need for its essentiality as is the case for professions like law, medicine and engineering. People need to be convinced of the inevitability of teacher training for good education.

The neglect of the teacher is, perhaps inadvertently, enhanced by the manner in which education systems work. The teacher is invariably considered as one of the inputs like equipment, library

or other infrastructural support. That he is the focal point is only highlighted in policy proclamation, but ignored in implementation. He is not prepared for the change. The school is not made the training centre. Training is imparted elsewhere mostly in an alien environment. It is often formal, rigid, and routine. As a matter of fact all training programmes somehow attempt to highlight the weaknesses of the trainee instead of re-enforcing the strengths. The present model of teacher education, no matter whatever variations exist amongst nations, has remained static for decades. The changes made have been limited to small substractions and additions in curricula or activities. More than that the most important factor for any effective policy change — the teacher — has invariably remained relegated to background. He is not prepared for or encouraged to contribute to the policy formulations. It is equally true that the decision makers also ignore him in actual policy formulations and final decision making. Teachers are implementors of decisions taken by non teachers. They however accept all the blames whenever there is a failure.

Self Image

The self image of teachers and teacher educators is, unfortunately, depressing. It often leads to demoralization, demotivation and lack of interest. The impact of these could be seen in the way institutions function. There are not much avenues for professional updating and upgradation. Provisions like that of study leave for acquiring higher qualifications either do not exist or are not easy to avail of. Opportunities to

visit good institutions and centers of innovations are practically nil. Availability of training materials to school teachers is either non-existent or indeed rare. Our teachers await instructions from various functionaries of the hierarchy. They are supposed to follow these with no application of their own logic, rationale or opinion. Decentralization, though accepted in principle, is yet to be practised in several respects. There is hardly anything that could motivate the teachers in the system. It is not the intention to indicate that there are no self motivated individuals and institutions where much has been achieved in all components. Such success stories need to be disseminated and internalized in the larger system. It would be desirable that the professional organisations come in a big way to search for the possibilities of enhancing the moral of the teachers and teacher educators on one hand and in ensuring that they are professionally and academically in tune with the times, on the other.

Professional Upgradation

In India, society has always given respect and regard to teachers. Geographical or linguistic considerations have never been barriers to the spread of the message of great teachers. Our village teachers commanded respect. Even today they do. Their role was always considered crucial and critical not in schools but for the community as a whole. They were not supposed to be after the acquisition of worldly possessions. They were the role model for the young and the old. Their achievements were counted in terms of their scholarship, learning, willingness to guide

and to help others and in blazing the trail for growth and development. Unfortunately even the policies have not given, in terms of salaries and emoluments, what normally should be considered their reasonable due at this stage of economic development. Their real incomes have dropped and consequently bright young persons willing to become teachers search for other avenues more attractive than teaching. This aspect if not looked into early and seriously could lead to long term impairment of the system and the initiatives for enhancing quality would obviously suffer. Ways and means to attract more and more brilliant young persons are a necessary prerequisite towards enhancing the professional status of teachers. Selection procedures need to be developed to ensure that those with right attitudes and aptitudes join the system. To such teachers, teacher training institutes should provide clarity of vision, broader perspective and inculcate in them faith that as teachers they could do so much for the society.

What could be done to upgrade the professional status of teachers? Several areas of intervention which could lead to a motivated and dynamic teaching learning situation in teacher training institution could be easily identified. The issue of institutional upgradation in terms of infrastructures and institutional climate is a major one. The need to focus on inservice education, development of new models of inservice education and provisions for institution based inservice education need to be emphasized. The quality and availability of training materials, incentives for attracting suitably inclined young persons to the pro-

fession and review of recruitment procedures of teachers are critical along with the need for manpower planning in teacher education. The existing models of preservice teacher education need overhauling and total transformation. Minor revisions will no longer serve the purpose. The teacher training has to establish its credibility. This would not be possible as long as the certificates and degrees in teacher education are achieved anywhere without putting in sufficient hard work and rigour through professionally inadequate programmes. There has been mutilation of teacher preparation strategies in India, based upon well known non-professional considerations. As a consequence, those who have undergone good quality teacher education are the sufferers. Even good institutions suffer. The profession of teacher education, if it has to regain its past glory, must be conducted on a value based approach. Every teacher training institution must practice, what it expects its' trainees to practise in their schools. Even small internal initiatives within the system will have a big impact on social perception of teachers and their profession. Individual institutions and groups of institutions need to take initiatives on their own.

Future — No Extension of the Present

The shape of the educational systems in the 21st Century is being perceived by various professional organisations and individuals. Unesco appointed an independent commission on 'Education for 21st Century' under the Presidentship of Mr. Jacques Delors. A preview of his document was presented before the Unesco General Conference in

October, 1995. The following is quoted from the same:-

...we wondered how we could implement the principles of education...

...the first being that it should pave the way of the development and creativity of everyone without exception, and the second that it should contribute to what is known nowadays as social cohesion, in the face of the threats of fragmentation or marginalization that are agitating our societies... It was by setting the two objectives against the phenomenon of globalisation that we finally came to the conclusion... that today the will to live together is essential for the global village we are soon to have.

The Delors Commission further emphasize life long education as crucial for future. The safety and security of the first job with initially acquired skills will not last for a life time in future. Individuals will have to be on the alert and the time to get abreast of the development and remain skilled and useful in the context of changing tasks that they will have to undertake. Countries like India will have to over strain their resources to provide such opportunities on universal scale. There, however, is no other alternative than to accept the responsibility.

Teachers and teacher educators need to respond to the issues of the curricula (what to teach) and pedagogy and methodology of teaching (how to teach). The one who teaches can no longer remain confined to four walls within the institution only. He has to expand his horizons and identify partners without whose presence the relevance of education would

(Contd. on Page 30)

Finance School for Delhi University

The Delhi University is reported to have signed a memorandum of understanding (MoU) with VLS Finance Ltd to set up the VLS School of Finance at the department of financial studies.

The MoU was signed by south campus Director Dr. Abhai Mansingh and VLS Finance Managing Director Mr. Somesh Mehrotra.

"It's not privatisation. It's socialising the private sector", said Delhi University vice-chancellor Prof. V. R. Mehta at the signing ceremony. "If the business sector wants to compete with other countries, it can do so only by taking the initiative in developing the education sector," he added.

VLS Finance will sponsor all requirements of setting up and running the school. The sponsorship will be both, fixed and recurring. Fixed requirements include the building, students hostel and faculty guest house, while recurring needs include grants for library, maintenance, development, visiting faculty, seminars and so on.

"The ultimate objective of the VLS-department tie-up is to develop this school into a top educational institution in finance in terms of academic prestige and standards," said Mr. Mehrotra.

The school coming up from the next academic session, will admit students through a national level entrance test. The number of seats is 30 and the annual fee will be Rs 10,000.

Delhi University's pro-vice-chancellor Prof. Abad Ahmed felt the tie-up would be a trendsetter. "Support from industries has come in the past, too. But it's the first time a continuing relationship has been established," Mr Ahmed said.

The school will come up in three phases. The first phase involves construction of the school building – it will have a built-up area of 15,000 square feet to house lecture rooms, faculty rooms, seminar halls, computer centre, reading room, common rooms, director's office and so on.

In the second phase, a building will be constructed to accommodate visiting faculty and participating members of industry in seminars and executive development programmes organised by the school. To make full time courses of the school residential, a hostel will be constructed in the third phase.

For the upkeep and development of the school, VLS will make available annual library, maintenance and developmental grants. Besides this, VLS will also institute a chair for visiting faculty on an annual basis.

Bombay Univ. Chair to Honour Sarkar

The Department of Economics of the University of Bombay is reported to have constituted a chair to study the new economic theory propounded by late P.R. Sarkar called, 'Progressive Utilisation Theory' (prout) at the post-graduate and research level. This

was revealed by the university vice-chancellor, Dr Snehlata S. Deshmukh at the symposium titled 'Emergence of Renaissance Golden Gate to 21st Century,' to mark the platinum jubilee celebration of noted thinker and philosopher, P. R. Sarkar in Mumbai recently. Dr Deshmukh said the chair with a deposit of Rs 15 lakh from Anandnagar, Bihar, was constituted after a detailed discussion between the disciples of Sarkar and the faculty members.

Prout explains a new economic order where the economic power must be decentralised so as to guarantee economic democracy, without which political democracy played fraud to befool the people. Prout advocates the multifarious aspects of economic democracy and propounds the system by which it could be materialised.

According to Sarkar, the economic power should neither be centralised in the hands of the state nor in the hands of a few individuals. "Distribute the wealth of people among the people" was the essence of 'Prout,' he had said.

Speaking about the 'Educational Problems in India,' Dr Deshmukh said the education system should give more importance to "attentiveness" and "inquisitiveness" of a person rather than his or her physical presence for a long duration in the form of "attendance."

Dr Deshmukh said it was time to introduce value based education and the type of education to respect any vocation.

Acharya Raghunathji, an eminent historian from Calcutta speaking at the seminar titled 'The Panacea for Socio-economic Problems,' said just 3,500 years back the Indian subcontinent existed as one unit even without communication facilities.

Research showed that it was the thread of spirituality that was holding the entire subcontinent as one unit, he said.

Today's society was dominated by centralised institutional system and institutionalised corruption and it needed planning at block level by the local people to establish economic democracy, he added. Raghunathji said in order to promote economic strength in the hands of millions of people, "we must select the leaders and politicians — on merit basis, as it is done in any other selection process of any job or educational course".

NCST Technology Laboratory

About 300 postgraduate students would be trained annually using the latest computer operating system "Windows NT", with the commencement of the country's first "Windows NT technology laboratory" at the National Centre for Software Technology (NCST) at Juhu in north-west Mumbai. The laboratory was commissioned by the Bombay University Vice-Chancellor Dr Snehalata Deshmukh.

Dr S Ramani, Director, NCST, said one of the digital servers would be set apart for contributing to educational networking, which would serve colleges and schools in the city by giving them worldwide web services.

With hardware from Digital

India Limited and software from Microsoft, NCST would not only train over 300 students annually using the Windows NT operating system but also provide expert consultancy, Dr Ramani said.

NCST, a well-known solution provider, will utilise the lab facilities to conduct training and performance evaluation of windows NT-based applications running on digital platforms apart from software development and consultancy.

With an array of digital products ranging from the VAX/VMS systems to NT dream machine work stations and from the dual pentium-based digital prioris servers to Venturis PCs, the lab will demonstrate the affinity programme which provides the coexistence of the earlier VAX/VMS systems with the latest windows NT servers and clients.

NBE Convocation

Dr. A.P.J. Abdul Kalam, Scientific Adviser to the Defence Minister and Secretary in the Department of Defence Research and Development, stressed the need for adopting a unified approach to the planning of healthcare delivery in our country. He said besides traditional medical healthcare and research programmes the emphasis must be laid on polytechnic level training programmes in clinical technologies. Dr. Kalam was addressing the fourth convocation of the National Board of Examinations (NBE) at the Maulana Azad Medical College in New Delhi recently.

He said indigenisation of costly diagnostic and curative equipment to make them cost-effective; establishment of a nation-

wide maintenance for medical equipment using indigenous skills and spheres; and bringing down the cost of drugs by scientifically developing herbal formulations and validating their effectiveness through clinical database would go a long way in improving the situation.

Dr. Kalam said the Defence Research and Development Organisation (DRDO) had started contributing towards "clinical research". He said the organisation had used several inventions made during defence research applicable in medical progress.

He said scientists from DRDO had developed a computer-based processing system with a large data base of affected cells of cervix. The system — Cytoscan — offers accurate diagnosis of cancer of cervix from a Papsmear slide even when the cancer is in a dormant stage.

He said Cytoscan captured the microscopic image of a cell, digitized it and processed it to examine change in the DNA content of the cell. The darkness of the reflected light from the nucleus, if properly quantified and calibrated, could indicate the onset or status of cancer in the cell. He said this system would be useful to carry out mass screening of women at their doorstep. Dr. Kalam also announced that the DRDO had, with the assistance of the Ministry of Welfare, started a programme called Tulsi to screen tribal and weaker sections of women for cervical cancer. The programme had so far been undertaken in Ranga Reddy and West Godavari districts of Andhra Pradesh, he added.

Likewise, Dr. Kalam said, the

DRDO scientists had together with the clinicians developed a light weight prosthetic appliance for the benefit of polio patients. Called the Floor Reaction Orthosis, the appliance weighs only 400 grams in comparison to the conventional calipers which weigh about 4 kg.

The Scientific Adviser said defence research organisations had also made valuable contributions towards creating a more hygienic environment and finding solutions to problems of malnutrition and healthcare.

The Institute of Nuclear Medicine and Allied Science in Delhi, he said, treated more than 200 patients every day for thyroid disorders. He said the data gathered was being further used to find treatment of hypo or hyper thyroidism.

Similarly, clinical research in radio protective agents facilitating DNA repair and treatment of cancer using 2-deoxy glucose was being done as this glucose in combination with radiation could improve the therapy of brain tumour.

Dr. Kalam said the wealth of Indian herbal medicine and those of plant origin had been recognised by the Defence Institute of Physiology and Allied Sciences, which had developed a contraceptive from neem oil fractions. The contraceptive was awaiting clinical trials before introduction for mass application, he said.

At another laboratory an indigenisation programme for the Intra Uterine Copper Device material had been undertaken in collaboration with the Department of Family Welfare and IIT, Delhi.

The other fields in which research work had been undertaken by the DRDO included new

dental implants, external pacemaker, ophthalmic laser, coronary catheters, stress test machine for assessing cardiac ailments and coronary stent, Dr. Kalam said these devices were undergoing clinical evaluation for safety, accuracy and reliability. Production agencies had been identified for manufacturing them at low costs, he added.

Dr. Kalam said a programme had also been undertaken to find treatment for terminal diseases like breast cancer and HIV. The psychoneuro-immunological axis in the treatment of these diseases was being understood, he added.

He said the need of the hour was to tap the potential in the field of information technology and integrate it to the various aspects of Indian healthcare system like diagnostics, curative procedures, drug therapy, preventive medicine, public health delivery, indigenous medicine and clinical research.

Prof. J.S. Bajaj, President of the National Board of Examinations, conferred postgraduate degrees upon nearly 1,500 students. Speaking on the occasion, he said NBE awarded degrees to thousands of meritorious students every year. However, he said, the performance of the board should not be judged on the basis of the quantum alone as it was the quality on which NBE laid maximum emphasis.

BHU-Thai Varsity Sign MoU

A Memorandum of Understanding (MoU) is reported to have been signed between the Banaras Hindu University and Thammasat University, Bangkok, Thailand.

The Vice-Chancellor of the

BHU, Prof Hari Gautam and Rector of the Thammasat University Prof Nornit Setabu, signed the MoU. A seven-member delegation arrived from Bangkok under the Cultural Exchange Programme of the Government of India to have discussions with the senior faculty members of the BHU.

During discussion at the BHU, it was emphasised that the Thammasat University was mainly working in the area of art, humanities, social sciences etc. It also had established a Centre of Indian Studies. Under MoU, it was agreed upon to explore the possibilities of exchange of scholars and students in respective areas. It was also suggested that collaborative studies might be undertaken.

Kaula-Bashiruddin Chair in Library and Information Science

Aligarh Muslim University has instituted Kaula-Bashiruddin Chair in Library & Information Science to promote teaching and intensive research activity in the field of Library and Information Science. This has been made possible by the donation of Rupees one lakh (Rs. 1,00,000) by Prof Kaula Endowment for Library and Information Science.

Prof. P.N. Kaula drafted the syllabus of the Library Science teaching course at Aligarh Muslim University in 1951 at the invitation of Prof S. Bashiruddin and delivered lectures to the students of library science at the University at the week ends from 1951-58. He was thus instrumental in establishing teaching of Library Science and also the Department of Library Science at the University along with Prof S. Bashiruddin.

The institution of the Chair is to commemorate the long and close association of the two leaders of the Library profession of India.

Conference on Sports Management

The Department of Physical Education of the Mahatma Gandhi University recently organised the Second National Conference of the Indian Association of Sports Management at Kochi. The theme of the Conference was "Sports Management — an emerging need in the 21st Century".

The conference was inaugurated by Prof. (Dr.) V.N. Rajasekharan Pillai, Vice Chancellor, Mahatma Gandhi University while the keynote address was delivered by Padmashri Dr. P.M. Joseph, 22 Scientific papers were presented and the deliberations took place in five main Scientific Sessions.

45 delegates from all over the country attended the conference. These included Directors of Physical Education, Sports Administrators, Sports and Recreational Managers, Coaches, Educationists and research scholars.

Indian Association of Sports Management is a professional organisation of Sports Managers, Administrators, Promoters and Physical Educationists in the country. Its main objective is to plan and execute programmes and activities for the promotion of sports and Physical Education in India. It is affiliated to the International Society for Sports Management which is dedicated to improve the quality of Sports management all over the world.

5 lakh Grant for KU

Ranbaxy Research Laboratories (RRL), a leading pharmaceutical unit of the country, has sanctioned financial assistance of over Rs 5 lakh to Kurukshetra University for undertaking mutually beneficial research work. The proposed research will be supervised by a team of scientists headed by Dr S.P. Singh and Dr R.P. Kapoor, Professors in the Department of Chemistry.

According to Dr S.P. Singh, the projects aim at the synthesis of a wide variety of organic molecules which may have biological significance eventually leading to the new drug. The offer is an extension of the ongoing programme for which a Memorandum of Understanding (MoU) was signed last year between RRL and the university.

Dr. S.P. Singh said interaction between the industry and universities had become more relevant today. Indian scientists had to redefine the goals of their research for meeting the challenges posed by the WTO and globalisation, he added.

Citing his own experience of collaboration with scientists of the USA, the UK and Spain, Dr S.P. Singh said a large number of research projects were liberally funded by the industry in most of the universities in the advanced countries. Unfortunately, not many Indian universities had taken initiative to undertake collab-

orative work with the industry, he added.

Certificate Programme in Teaching English

Indira Gandhi National Open University (IGNOU) proposes to launch a Certificate Programme in Teaching of English as second Language (CTE) from January 1997. This unique teachers training programme was designed to meet the professional needs of both primary and secondary school teachers who wished to teach English as effectively and innovatively as possible. Eligibility for this course is 10+2 for practising teachers with two years teaching experience in a school, for aspiring teachers BA/BCom/BSc with an interest in English.

Hindi Medium Medical College

The Dakshin Bharat Hindi Prachar Sabha will open the first Hindi medium medical college in the country in Karnataka. The Sabha is reported to have got the sanction of the Central Government in principle and procedural formalities will be completed soon. This was revealed by Mr J.S. Ramadas, Secretary of the Sabha in Ernakulam recently.

Along with the medical college, the Sabha has also reportedly obtained permission to start an institute for printing technology. These institutes are expected to close the gap between technical advancements and the language.

News from Agricultural Universities

KKV Silver Jubilee Celebrations

"It is decided to give priority to research, education and extension education programmes of State Agricultural Universities

(SAUs) for fisheries and dairy development during the ninth five year plan and to make the SAUs economically self reliant", said

Dr. R.S. Paroda, Director General, ICAR, New Delhi. He was addressing the students and staff of the Konkan Krishi Vidyapeeth in Dapoli at a function organised as part of the Silver Jubilee Year of the University. He further said "We have succeeded in bringing green revolution, white revolution, blue revolution and yellow revolution and now we are marching towards the red revolution by increasing the fruit production. The credit for this success goes to the scientists who have generated useful technology and to the farmers who have adopted it. The governments have also contributed a lot by creating needed infrastructure. However, we should not become complacent with these successes because we are much below in terms of per hectare productivity. So also new challenges are emerging as a result of increasing/demanding more production of food and other edible products".

Dr Paroda expressed the confidence of being capable of meeting the new challenges and said "we have rich and diverse resources like land, crops, animals, manpower and other species. We will have to utilise these resources properly and diversify the agriculture from the point of view of farmer and his sustainability. We need the programmes for conserving and preserving the natural wealth. Watershed development programmes of the ICAR have set an example of this to follow. The evergreen revolution will come only when green revolution will come to grey areas".

Addressing the future research needs Dr. Paroda said, "we should evolve technologies which demand lesser use of inputs like chemicals and fertilizers. Integrated Pest Management and Integrated Nutrient Management

would be the key themes of future research. This calls for interdisciplinary approach where we will have to blend our heads and hands. Though this is a difficult task, we will have to do it in the interest of the farmers".

Talking about the self reliance of the SAUs, he expressed the need of generating own resources and applauded the work being done at the Konkan Krishi Vidyapeeth in this regard. Dr. Paroda also emphasised the use of Agricultural Research Information Management and Agricultural Business Management in the SAUs and gave details of the efforts being made by the ICAR to help the SAUs in this endeavour.

About the Human Resource Development Programme, Dr. Paroda pointed out many lacunae in the present system and described the steps being taken by the ICAR to improve the situation, by way of various tests, incentives and facilities.

Dr. Paroda also took stock of TOT Projects of the ICAR and expressed the hope that the new Institution Village Linkage Programme (IVLP) launched in the

SAUs with the ICAR's assistance would help to tailor the agricultural technologies as per the needs of the farmers. The IVLP envisaged farmers partnership in technology generation so that they could be given them what they wanted. He pointed out that there was a tremendous transmission loss in the process of technology transfer which was a matter of great concern and needed to be addressed on priority basis by all concerned.

Dr. Paroda, applauded the Konkan Krishi Vidyapeeth for excellent service being given by it to the farmers and expressed his best wishes for the University's march towards Golden Jubilee.

Speaking on the occasion, Dr. A.G. Sawant, Vice-Chancellor, KKV, Dapoli thanked the ICAR for the support being rendered by them in developing the University. He said that the University would try its best to fulfil the expectations of the region, state and country. He also explained the University's plans to meet the challenges in the fields of biotechnology, environment, industrial pollution and the like.

News from AICTE

Grading the Management Schools

Management courses in recognised institutes in the country may now opt for accreditation. The All India Council for Technical Education (AICTE) has constituted an independent body to grade the 422 recognised institutes.

"The move will be a boon to students for they will know how good or bad an institute is before they apply for admission to it," said AICTE member secretary Mr. J.P. Gupta. The courses will be graded into four categories —

A, B, C and not-accredited.

"The grading will be done through a format which will take into consideration the facilities, faculty, placement and other such things," said Mr Gupta, adding, "The thrust will be on total quality."

Initially, accreditation will be optional for the institutes, "But later it will become a compulsion since students will apply only to graded institutes," says Mr Gupta.

Accreditation will be essen-

tial for institutes applying for an increase in seats. And, only these institutes will be considered for AICTE grants which are given for research and development and modernisation. "These will act as pressures on the institutes to go for accreditation," says Mr Gupta.

The process will be taken up by a 21-member National Board of Accreditation constituted under the AICTE Act, 1987. Prof. G J V J Raju, at present chairperson of the state council for higher education in Andhra Pradesh, is the chairperson of this board.

"The teaching shops will be weeded out automatically by this process", said Dr. Abad Ahmed, a member of this board and pro vice-chancellor of Delhi University.

Accreditation for engineering institutes is already being done by the AICTE for the past four months and about 50 courses have been graded so far.

The AICTE also plans to develop a National Testing Service on the lines of the Graduate Management Aptitude Test in the US. At present, institutes hold their own test or admit students through a test conducted by the All India Management Association. Admission to prestigious institutes like the Indian Institutes of Management, Xavier's Labour Research Institute and others is through the Combined Aptitude Test.

"This will save students from appearing in a number of tests and also save expenses," said Dr Ahmed. AICTE-approved institutes can admit students on the basis of this test.

"The test will help in setting standards in management programmes and stop institutes from admitting students through sub-standard tests," said Mr Gupta.

The students can opt for the institutes of their choice in order of

preference and get admission depending on the marks they obtain.

News from UGC

Countrywide Classroom Programme

Between 8th and 15th October, 1996 the following schedule of telecast on higher education through INSAT-ID under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

1st Transmission

6.00 a.m. to 7.00 a.m.

8.10.96

"Basic Education"

"Hridyakunj—The Soul of Freedom Movement"

"Neem—The Green Goldmine"

10.10.96

"Understanding Cast Iron"

"The Medium is the Message"

"Living with Health : Weight Management"

12.10.96

"The Search for Primes"

"Human Rights"

"Perceptions of Gender"

"Air Pollution-I"

13.10.96

"Kerala Kala Kathakali"

"Polo-The Royal Sport Part-I"

"The Week Ahead"

15.10.96

"A talk with Dr. Kasturirangan"

"Existentialism"

"Bridging the Calorie Gap"

2nd Transmission

1.00 p.m. to 2.00 p.m.

8.10.96

"DNA Damage and longevity"

"Living with Health Environ-

mental Health"

9.10.96

"The Celestial Power Plant"

"Modern Techniques of Map Making-Part I"

"Insect Migration"

10.10.96

"New Horizons"

"Prof. M.V. Mathur—A Perceptive Preceptor"

11.10.96

"Mathe Majik"

"Girl Child Labour : An Unfortunate Reality"

"Air Pollution-II"

12.10.96

"Dyestuff—Return to Nature"

"Human Rights : Undertrials Prisoners"

"Polo-The Modern Technique- Part II"

13.10.96

No Telecast

14.10.96

"The Week Ahead"

"Anar (pomegranate)"

"Population - Status and Problems"

15.10.96

"Algorithms"

"The Discovery of X-rays: 100 years On"

"A Story Inside the Shell"

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

9.10.96

"पॉन्डस ऑफ प्लैन्टी"

"बुनियादी शिक्षा"

11.10.96

"स्नेह निर्झर बह गया है"

14.10.96

"पलारा"

"एलीफेंट कन्ट्री"

BOOK REVIEW

A Welcome Addition

R.S. Sandhu*

D. Ravindra Prasad and A. Malla Reddy. Environmental Improvement of Urban Slums : The Indian Experience (An Evaluation of the Environmental Improvement of Urban Slums Programme in South Indian States). Hyderabad, Regional Centre for Urban and Environmental Studies, Osmania University and Booklinks Corporation, 1994. Pp. viii+157. Rs. 200.

Evaluation is an indispensable stage of the planning process and planning process consists of four stages i.e. synthesis, planning, action and evaluation. One stage should be followed by others. For example, planning is based on scientific studies and surveys of the existing situations and it should be followed by action and evaluation also. But usually what happens, especially in the Third World countries including India is that our plans are based on arbitrariness and whims of politicians and others who are involved in decision making. After implementation of a plan it is seldom critically evaluated to find out its shortcomings so that future plans may be modified accordingly. In short, synthesis and evaluation get least importance in the planning process. This is one of the reasons, we have very few evaluation studies. Keeping this fact in mind, I consider the study under review as an important one.

The present volume is an evaluation study of Environmental Improvement of Urban Slums (EIUS) Programme implemented in four South Indian States i.e. Andhra Pradesh, Karnataka,

Kerala, Tamil Nadu and the Union Territory of Pondicherry. The study was conducted by the Regional Centre for Environmental Studies, Osmania University, Hyderabad in 1989-91. Information was collected from secondary and primary sources for the study. Primary data were collected from 825 respondents from nine towns with the help of interview schedule given in the appendix to the book.

This slender volume is divided into eight chapters. The first chapter briefly deals with the character and magnitude of slums in India and the governmental response to the problem. It also discusses objectives and norms of EIUS programme and methodology adopted by the authors in the present study. The second chapter describes organisational set up, the administrative procedures and officials' and non officials' perspective in implementation of the programme. The third and remaining chapters are based on primary data collected by the authors. They found that most of slum dwellers have been staying there for more than 15 years, and were the owners of illegal one/two rooms katcha/semi pucca houses which lacked basic facilities. They built these houses from their own savings. Physical prox-

imity to workplace was the main reason for their stay in the respective slum. The slums covered under EIUS programme have received civic amenities.

Chapter four deals with water supply which is one of the important components of EIUS programme. This is a fact that poor pay an exorbitant price for water, if not in cash then in terms of time. The study reveals that most of the slum dwellers spend more than one hour daily in collection of water even after the implementation of EIUS programme. The water supply has a positive impact on the community health and environment. This impact is higher in Kerala and Tamil Nadu. The next two chapters cover drainage, community latrines, and bathrooms and pavements and street lights. These facilities are provided in all the slums but their functioning varies from state to state and slum to slum.

The impact of the programme has been measured from the improvement in physical living conditions, reduction in health hazards, image of the slum improved, improvement in civic consciousness, enhancement in value of assets and improvement in socio-economic conditions of the dwellers. In terms of overall impact Kerala ranks first while Pondicherry ranks fifth. Similarly, level of community satisfaction is highest in Kerala and lowest in Pondicherry. All the slums covered under the programme did not receive all the amenities as per the guidelines. Most slums received water supply and street lights only. The maintenance of assets was not proper; especially it was very poor in the case of community latrines and drains.

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The community was aware of their role in maintenance but efforts were not made to involve them. Delivery of public health services was poor though they were essential in sustaining the impact of the programme. As a result impact differed from component to component and slum to slum.

The study is well planned and methodologically sound. The authors write on page-8 that survey of literature clearly shows that there are very few studies dealing with evaluation of EIUS programme but they concluded without surveying any literature. There are a few studies on the subject conducted under the aus-

pices of India Human Settlement Programme (IHSP) in 1980s but none of them have been mentioned.

The evaluation of programme in chapter two is entirely based on official records. Many a time the official records do not present the true picture. It would have been better if the authors had also checked the spatial aspect of the programme during their field work of individual slums, especially when the authors have taken pains to collect large amount of information from the respondents.

The study is a welcome addition to the scarce literature on

evaluation in general and evaluation of EIUS programme in particular. It is recommended that such studies should be conducted after implementation of every programme. The evaluation should be done by some independent agency, so that it may evaluate the programme more objectively and give their suggestions for the improvement of programme in future.

On the whole, the book is beneficial for those who are concerned with planning and development process. The select bibliography (although not exhaustive) also enhances the utility of the volume.

Teacher Education: Search for an Identity

(Contd. from page 22)

just remain a dream. No individual teacher can forget that he has to make his own contribution in raising the status of his profession and preparing the future generation.

Potentialities

Which shape of teacher education would be professionally sustainable in future? It would be difficult for anyone to present a clear and comprehensive picture at this stage. It is however certain that such a model would be an ever evolving model. Any one structure or one design would certainly not last for decades. In developing alternate modes, their rationale and approach will have to be worked out not only by one group of professionals but by all those who contribute to the system of school education. Obviously the foremost objective would be to restore the criticality of the teacher in the school education system. The future model of teacher education will have to be developed around this primary

pre-requisite. Teacher is the dynamic focal point of all activities pertaining to education. He deserves a role in policy formulation, in evaluating implementation strategies, in manpower planning, in training the functionaries of the system and finally in ensuring learning attainments of his wards both in cognitive and affective domains. Obviously the policy makers must derive their stipulations around the teachers and their experiences. It also needs to be ensured that such stipulations do not get diluted at any stage or level of implementation.

Whatever is written in words must be translated in deeds. In all policy level formulations in education teachers through their organisations or other well thought out mechanisms need to be made a party. No matter who finalises the policy decisions in education, these must be arrived at with the full support of professionals of standing and calibre.

The young persons entering

life shall be participating in the large scale construction of the national life and also in restructuring of the social and cultural fabric of the society. These are the times of shrinking world attempted by terrific scientific and technological changes. These are not the times of slow changes. These are the times when skills will have to be acquired at the mastery level with full readiness to acquire new ones which shall be forthcoming regularly and continually. While the world of today has given ways and means to achieve equality, equity and social justice for every human being, it also has lead towards predominantly materialistic pursuits all around us. In this race let us not forget that the spiritual capital and the cognitive capital are social fabrics of a strong and united community and nation. Education alone can provide a sound base towards developments that would bring fulfilment and sense of achievement in life.

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A list of select articles and editorials on education from newspapers received in the
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Karan, Dhruvash. Education at your doorstep. *Deccan Chronicle* 7.8.96.

Khullar, K K. Lessons in distance learning. *The Pioneer* 13.8.96.

LONG-DISTANCE courses (Editorial). *The Hindustan Times* 6.8.96.

TEACHERS & TEACHING

Ansari, Sam Saam. Teaching for the love of it. *Deccan Chronicle* 21.8.96.

Karandikar, A G. Coaching classes : Delivering the goods. *Free Press Journal* 11.8.96.

Palakshaiah, C R. The class room education. *Deccan Herald* 4.8.96.

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Sivaraman, Uma. Changing roles of English teachers. *The Hindu* 20.8.96.

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COUNSELLING & GUIDANCE

Razzak, M A. Career courses go hi-tech. *Deccan Chronicle* 14.8.96.

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Parathasarathy, R. A research guide's role. *The Hindu* 23.8.96.

Radhakrishnan, R K. Testing time for researchers. *The Hindu* 26.8.96.

Valluri, S R. The real cost of research. *The Hindu* 29.8.96

EDUCATIONAL TECHNOLOGY

Chandrashekar, S. Campus networks. *The Economic Times* 11.8.96.

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Rama Rao, V V B. The numbers game. *The Pioneer* 13.8.96.

Smith, N R. A sort of state terrorism in exam centres. *The Statesman* 13.8.96.

Sohni, Vikram and Baijal, Utsav. Making a mark. *Indian Express* 9.8.96.

TONING UP quality of higher education (Editorial). *The Hindu* 16.8.96.

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Dasgupta, Manas. New role for job exchanges. *The Hindu* 19.8.96.

Kakuchi, Suvendrini. The myth of employment security in Japan. *The Pioneer* 29.8.96.

Narlikar, J V. Curbing brain drain : Democracies thrive or excellence. *The Times of India* 10.8.96.

Netto, Anil Noel. Semi-private universities. *The Tribune* 3.8.96.

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Srinivas Roopi, G. Education becomes an extravagant exercise. *Deccan Chronicle* 18.8.96.

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Bali, Yogendra. The book release season. *The Hindustan Times* 7.8.96.

Chopra, Ashok. Welcome to the world of books. *The Hindustan Times* 18.8.96.

Manigandan, L K. Treasure trove and more. *The Hindu* 13.8.96.

Minocha, M N. Passing the Patent Bill : Time is running out for India. *Deccan Chronicle* 22.8.96.

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Shiva, Vandana. Of plants, patents and piracy. *The Telegraph* 21.8.96.

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Bhatnagar, Manu. Largest student body. *The Tribune* 10.8.96.

Deshikatmananda, Swami. Hostels . For better moulding of personality. *The Hindu* 20.8.96.

Ganguli, Sanjiv Kumar. Ragging : An experience. *The Hindu* 13.8.96.

Joshua, Anita. Campus life on high gear. *The Hindu* 12.8.96.

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Patil, C L. Student unrest. *Deccan Herald* 11.8.96.

Radhakrishnan, K K. Not just fun and frolic. *The Hindu* 12.8.96.

Sohoni, Vikram and Baijal, Utsav. Class of its own. *Indian Express* 30.8.96.

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REVIEW SPORTS policy (Editorial). *The Assam Tribune* 11.8.96.

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Behl, R K. Population rise impedes literacy. *The Tribune* 17.8.96.

Radhakrishnan, R K. Teaching them the three Rs. *The Hindu* 19.8.96.

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Baruah, Bijaylakshmi. Changing face of female literacy. *The Assam Tribune* 4.8.96.

Kulkarni, S K. Education for the girl child. *Free Press Journal* 26.8.96.

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Gopalakrishnan, R and Sharma, Amita. An EGS for universal primary education. *The Economic Times* 12.8.96.

Sarkar, Sohini. Crumbling walls do not a school make. *The Statesman* 3.8.96.

Trakroo, Upasna. Parents pay to hire primary teachers in govt schools. *The Times of India* 20.8.96.

Yogendra, Kanwar. NGO with a difference. *The Tribune* 26.8.96.

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Bajaj, Chhavi. International degrees on Indian campuses. *The Times of India* 14.8.96.

Brogan, Frank. "Liberalisation has opened up innumerable opportunities" *Indian Express* 10.8.96.

Kalyan, Harshita. Study abroad : Fly with a smile. *The Telegraph* 12.8.96.

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Amrik Singh. JNU : An unrealised dream. *The Hindustan Times* 19.8.96

Bajaj, Chhavi. A school for acting : Indian Film and Theatre Academy, New Delhi. *The Times of India* 28.8.96.

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Kushala, S. A ray of hope for the blind : Ramana Maharshi Academy for the Blind, Bangalore. *Deccan Herald* 3.8.96.

RAILWAY DEGREE College, Secunderabad : On the right track *Deccan Chronicle* 7.8.96.

Sambandan, V S. Connemara Public Library, Madras : Pride in shreds. *The Hindu* 12.8.96.

Sanyal, Somnath. Bhatkhande College, Lucknow : A fall from music to cacophony. *The Pioneer* 10.8.96.

Sarin, Prashant and Sengupta, Caesar. Managers in the making : Faculty of Management Studies, University of Delhi. *The Hindustan Times* 21.8.96.

———. The master planners : School of Planning and Architecture, New Delhi. *The Hindustan Times* 7.8.96.

Srivastava, Girish. JNU : A shaking citadel. *The Hindustan Times* 7.8.96.

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Das, Utpal. S R Ranganathan : A school of library science. *The Assam Tribune* 12.8.96.

Harsh Vardhan, Deepika. From consultancy to teaching : Francis Brogan. *The Economic Times* 6.8.96.

Vidyarthi, Madhurima. Impeccably spoken : Prof N Vishwanathan. *The Statesman* 17.8.96.

Ministry of Human Resource Development
Department of Education
ES-4 Section, New Delhi

COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS PLAN — 1997-98 — Code 01

Applications are invited from Indian nationals on plain paper in the **FORMAT GIVEN BELOW** for the award of Commonwealth Scholarship tenable from October, 1997 for higher studies/research/specialised training in the subjects mentioned below in the United Kingdom. Fifty-five nominations are to be sent to the Commonwealth Scholarship Commission, out of those, twenty two are for one-year or two-year Master degree course and thirty three are for 3-year Ph.D course.

Age: The applications will normally be accepted from those candidates who have graduated first degree or Master's programme within the last ten years. **Level:** These scholarships will be awarded for studies leading to either a) a one year Master's or equivalent degree or one-year of clinical training in Medicine or Dentistry, or b) a three-year doctoral or equivalent degree. Candidates who have already completed Ph.D or about to complete it are unlikely to be considered.

Subject Fields: (a) **Medicine:** 1. Cancer Research (including Cancer Epidemiology), 2. Cardiology, 3. Gynaecology, 4. Medicine and 5. Dentistry. (b) **Engineering and Technology:** 1. Computer Studies, 2. Electronics, 3. Environmental Studies, 4. Remote Sensing Technology, 5. Communication Engineering, 6. Bio-technology/Biochemical Engineering, and 7. Robotics (including Artificial Intelligence). (c) **Science (Pure and Applied):** 1. Mathematics, 2. Molecular Biology, 3. Physics, 4. Chemistry (including Pharmaceutical/Medicinal Chemistry). (d) **Agriculture:** 1. Animal Husbandry, 2. Agronomy and 3. Forestry. (e) **Humanities and Social Sciences:** 1. History, 2. Sociology, 3. Management Studies, 4. Fine Arts (including Western Painting, Art History, Graphic Design and Sculpture), 5. Economics and 6. Philosophy.

Minimum Qualifications and Experience Required: The candidates must have completed tertiary education in English Medium. (a) **For Master's Degree:** One must have completed Bachelors Degree in one of the subject fields indicated above securing 55% or above marks in Humanities and Social Science group and 60% or above marks in Medicine, Engineering & Technology, Science and Agriculture group. Candidates should give one page academic justification for pursuing Master Degree course in U.K. (b) **For Ph.D.:** One must have completed Masters Degree in one of the subject fields indicated above securing 55% or above marks in Humanities and Social Science group and 60% or above marks in Medicine, Engineering and Technology, Science and Agriculture group with two years teaching/research or practical experience after obtaining Post-graduate degree relating to the opted field of study as on 31st October, 1996.

Candidates who wish to undertake postgraduate study in Business and/or Management should, before applying for a Commonwealth Scholarship, have taken the Graduate Management Admission Test (Princeton Test). Enquiries to: G.M.A.T. Educational Testing Services, Box 966-R, Princeton, NJ 08541, U.S.A. Candidates for awards in Economics and related subjects should be aware that a number of departments may require them, before admission, to pass the Graduate Record Examination (GRE) of which details may be obtained from Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08541, U.S.A. Candidates in Art and Music should submit appropriate specimen work (slides, cassettes etc.) with their applications.

Value of Award: (a) Student concessionary or other approved air fare to the United Kingdom by the most direct and economical

route and return on expiry of the Scholarship (the cost of journeys made before receipt of awards will not normally be reimbursed, nor can fares be paid for a Scholar's dependants); (b) Approved tuition and examination fees; (c) A personal maintenance allowance at the rate of £507 per month (£608 per month for those studying at Institutions in the London Metropolitan area); (d) A grant for books and apparatus of £339 in the first year of study and £204 for a subsequent full year; and a grant towards the expenses of preparing a thesis or dissertation, where applicable. (e) A grant of expenses of approved travel within the U.K.; (f) An initial clothing grant of £223 for most scholars on first arrival from tropical developing countries; (g) Where a host institution has in advance declared and the Commission has accepted, the need for fieldwork outside the United Kingdom, a grant towards the cost of such fieldwork, which shall not normally exceed one economy or tourist class return fare to the fieldwork location. Scholars for whom fieldwork fares are provided to their home country shall not be entitled to a mid-term fare home. (h) For married scholars selected by the Commission for awards exceeding 12 months, a marriage allowance of £243 per month is payable provided that the husband and wife are residing at the same address in the United Kingdom. It is not paid when a husband or wife of the scholar is also in receipt of an award, or is in paid employment. For such married couples accompanied by their children a child allowance is payable (at the rate of £34 per month each) for the first, second and third child under the age of 16, provided they are residing with their parents. A scholar who is unaccompanied by spouse but accompanied by children for whom he/she is legally responsible, shall receive the equivalent of the spouse's allowance for the first child, and child allowances for the second and third child, irrespective of the length of tenure of award.

Scholar's emoluments are not subject to United Kingdom income tax, but award holders and their spouses may be liable for the payment at least in part of any Council Tax levied by the local authority where they live.

Last date of receipt of Applications: Application on plain paper (as per format given below) alongwith the required documents (attested copies of all certificates/degrees/diplomas have to be attached) should reach the Secretary, Ministry of Human Resource Development, Department of Education, (External Scholarship Division), A1/W3 Curzon Road Barracks, Kasturba Gandhi Marg, New Delhi-110001 by 31st October, 1996.

General Instructions: 1. A candidate may apply for only one subject of his/her choice. 2. As a condition of award, the Commission or a host Institution in Britain may also require a candidate to take particular English Tests and/or training in English. 3. Generally, double the number of nominations are invited by donor countries against the actual number of scholarships offered by them. The final selection rests with the donor Government. 4. Nominations of a candidate by Government of India does not guarantee final selection of placement in the donor country. The donor country will make its own selection out of overall nominees recommended by all the participating countries in the programme. 5. Mere fulfilment of minimum requirements as laid down in the advertisement does not qualify a candidate for interview. Interview letters are sent only to a limited number of candidates after their applications are examined by a Committee of Experts. 6. Application must be accompa-

nied by attested copies of certificates regarding date of birth, diplomas, degrees, marks sheets in respect of all the examinations passed alongwith experience certificate of Employment and one copy of recently taken passport size photograph with signature (to be pasted on the application form). Self attested certificates will not be accepted. 7. These awards are primarily meant for either a) a one year Master's or equivalent degree or one-year of clinical training in Medicine or Dentistry, or b) a three-year doctoral or equivalent degree. Applicants already holding a Doctoral (or about to obtain one are not eligible for consideration). Candidates who have already done a Master/Ph.D in India or abroad will not be considered for a second Master/Ph.D. 8. Candidates who have already been abroad for studies/training/specialisation either on scholarships or on their own, for a period exceeding six months are eligible to apply if they have been in India for atleast two consecutive years after returning from abroad. 9. Applications of candidates who are already abroad will not be considered 10. In case of candidates qualifying from Universities, Institution which do not give class or Division, requirements in lieu of 1st Class would be 60% marks. Where grades are awarded, the candidate are required to furnish exact percentage of marks and indicate the conversion formula. 11. Candidates will be expected to have some knowledge of India and of the donor country. 12. Candidates who are employed must apply through their Employers. Candidates belonging to the All India Services, should send their applications through their Cadre Controlling authority. No objection Certificate from employer should invariably be submitted on or before the time of interview, otherwise candidates will not be allowed to appear for interview. 13. It is very important that applicants who are in employment to which they wish to return should have an assurance that if their nomination is successful, they will be granted sufficient leave of absence. In general a candidate undertaking research for a Ph.D can be expected to need 36 months study in the United Kingdom even though in the first instance the award will only be offered for one or two years 14. Candidates belonging to SC/ST community, must attach an attested copy of certificate from the competent authority i.e. First Class Magistrate (S.D.M/District Magistrate/Collector) 15. Candidates who are doing M.Phil after completion of Master's Degree actual period of research will be taken into consideration as experience (A certificate and progress report to that effect from the University/Institution should be attached, otherwise no credit will be given). 16. While indicating the period of past experience and stay abroad, candidates should mention the specific dates. 17. As these scholarships are offered by Foreign Governments, the application should be submitted in English only 18. Applications in subject-fields other than those specified in the advertisement will not be considered. 19. Candidates who do not possess the essential qualifications need not apply. 20. Candidates must furnish a clear and precise programme of study/research (minimum 500 words) justifying that their study/research can be carried out in the United Kingdom. Candidates are advised to describe their research proposals carefully as these will be a primary condition in selection. 21. Incomplete applications and applications received late after the stipulated date will not be considered and no correspondence will be entertained 22. Documents submitted alongwith the application will not be returned. Hence, candidates are advised to send only attested copies of the certificates. 23. **CANVASSING IN ANY FORM WILL BE A DISQUALIFICATION.** 24. In case no interview letter is received by an applicant by 31st December, 1996 it may be presumed that he/she has not been selected. No correspondence will be entertained in this regard. 25. **THE DECISION OF SELECTION COMMITTEE SHALL BE FINAL. NO REPRESENTATION IN THIS REGARD WILL BE ENTERTAINED.** 26. **NO APPLICATION FORMS ARE BEING SUPPLIED BY THIS MINISTRY.**

INSTRUCTIONS FOR FILLING UP THE APPLICATION FORM

(A) **GENERAL :** a) In application, information in boxes must be typewritten or handwritten in **BLOCK LETTERS** in full wherever the boxes are provided. b) Each box, wherever provided should contain one character (alphabet/ number/punctuation etc. leaving a box blank after each word. c) Numeric values in boxes should always be given right/justified. Wherever the number of boxes provided are more than the value it requires to contain in, for example, if in column No. 8(a), value '4' is to be entered as no. of papers published, it should be

written as

0	4
---	---

d) Columns for which response codes are provided along with question itself, it is required to choose an appropriate code and is to be filled up in box(s) provided for the purpose.

(e) Columns which are self explanatory, are not covered in Part (B) 'How to fill form' as these do not require further explanations.

(B) **HOW TO FILL FORM** Column 1 : Name of the scholarship and its code is to be filled up same as printed against these columns in the advertisement. Column 2: Country name and its code is to be entered for the country in which you wish to undertake your studies. List of countries where the scholarships are offered:-

Name of the Country	Country Code
United Kingdom	GBR

Column 3(a) : Course is the level at which the study is required to be undertaken. Enter name and its code for desired course from the list mentioned below:-

Course Name	Course Code
MASTER DEGREE	01
Ph.D	02

Column 3(b) : Enter name of the subject and its code in which you are interested. List of permissible subjects with their codes is given below:-

Subject Fields	Code Number
MEDICINE	
1. Cancer Research (Including Cancer Epidemiology)	01
2. Cardiology	02
3. Gynaecology	03
4. Medicine	04
5. Dentistry	05
ENGINEERING AND TECHNOLOGY	
1. Computer Studies	06
2. Electronics	07
3. Environmental Studies	08
4. Remote Sensing Technology	09
5. Communication Engineering	10
6. Bio-technology/Biochemical Engineering	11
7. Robotics (Including Artificial Intelligence)	12
SCIENCE (PURE AND APPLIED)	
1. Mathematics	13
2. Molecular Biology	14
3. Physics	15
4. Chemistry (Including Pharmaceutical/Medicinal Chemistry)	16
AGRICULTURE	
1. Animal Husbandry	17
2. Agronomy	18
3. Forestry	19
HUMANITIES AND SOCIAL SCIENCES	
1. History	20
2. Sociology	21
3. Management Studies	22
4. Fine Arts (Including Western Painting, Art History, Graphic Design and Sculpture)	23
5. Economics	24
6. Philosophy	25

Column 4(a): Name is to be written in full, please write Surname/ Last name followed by First name and middle name, in the manner as given in example:

Last Name :

A R Y A

First Name :

A N I L

Middle Name :

K U M A R

Column 4(c) : Enter Father's/Husband's Name in full.

Column 5(a) & (b) : Mailing and Permanent Addresses are to be provided in specified format.

Column 6(a) : Date of Birth is to be written as DD MM YY format. For example write 21.07.60

as 21 07 60

Age as on specified date if 1.10.96 is to be filled up as

36 Years 02 Months

Column 9(c) : Date of employment is to be provided in DD MM YY format as mentioned in Column 6(a).

Column 13: An appropriate code is to be entered depending on the asked document is enclosed with the application or not. For example, if certificate for proof of age is enclosed with application, then enter 1 in the box provided.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF EDUCATION

APPLICATION FORM FOR

EXTERNAL SCHOLARSHIP/FELLOWSHIP

Note: Read instruction carefully before filling up the application.

(To be affixed)
Recent passport
size photograph
duly signed by
the applicant

1. (a) Name of Scholarship scheme

Scheme Code

0 1

2. Country

Country Code

3. (a) Name of Course

Course Code

(b) Subject

Subject Code

4. (a) Name of Candidate

Last Name

First Name

Middle Name

(b) Sex

(1-Male, 2-Female)

(c) Nationality

(d) Marital Status (1-Married, 2-Unmarried, 3-Widow, 4-Widower)

(e) Father's/

Husband's Name

5. (a) Mailing Address

District/City

State

Pin Code

(b) Permanent Address

District/City

State

Pin Code

6. (a) Date of Birth

DD MM YY

Age as on

Years

Months

(b) State to which you belong

(c) Caste

(1-SC, 2-ST, 3-Others)

If SC/ST, Whether SC/ST certificate is attached

(1-Yes, 2-No)

7. Educational Qualifications (starting from high school/higher secondary)

S. No.	Board/ University	Examination Passed	Subject	Division/ class with position, if any	% of marks obtained	Year of passing
--------	-------------------	--------------------	---------	---------------------------------------	---------------------	-----------------

8. Detail of Published work

(a) Total number of papers published

(b) Give details for each one of these in order of their publications.

S. No.	Subject	Date of publication DD-MM-YY	Duration of Completion From To (DD-MM-YY) (DD-MM-YY)
--------	---------	------------------------------	--

9. (a) Total work experience

(After obtaining the prescribed qualification)

Years

Months

(b) Details of professional/Research/Training and previous employment

S. No.	Name & address of organisation	Period of service From To	Designation	Nature of work	Reason for leaving
--------	--------------------------------	---------------------------	-------------	----------------	--------------------

(c) Present Employment

DD MM YY

(i) Date of Employment

(ii) Employer's name and address

Pin Code

(iii) Designation

(iv) Nature of work

10. References of three persons who are familiar with your work (Two of them who taught you in an area of study relevant to course, the third may be from your employer or a person whom you have worked professionally).

(i) Name

Designation

Address

Pin Code

(ii) Name

Designation

Address

Pin Code

(iii) Name

Designation

Address

Pin Code

11 VISITS ABROAD

- (a) Have you ever been abroad? ☐ (1-Yes, 2-No)
If 'yes' give details in item 'b'
- (b) Details of visit

S. No	Country	Period	Purpose	Position	Assignment	Date of returning back to India
		From To				

12. Proposed programme of Study/Research/Training Specifying.
- (i) the work at present engaged in

- (ii) Nature and programme of proposed study/research/training
- (iii) Future plans/prospectus after the study/research/training and its prospects

13. Enclosures :-

Attested photocopy for

(1-Yes, 2-No)

- (i) Proof of age ☐
- (ii) Educational Qualifications ☐
- (iii) Experience Certificates from employer ☐
- (iv) No objection Certificates from employer ☐
- (v) Letter of references, if any from concerned country. ☐

14. Declaration

I certify that foregoing information is correct and complete to the best of my knowledge and nothing has been concealed/distorted. I understand that if at any time I am found to have concealed/distorted any material information my selection shall be liable to summary termination without notice and compensation

Place.....

Date.....

Signature.....

davp/96/271

CLASSIFIED ADVERTISEMENTS

UNIVERSITY OF JAMMU

VACANT POSITIONS

One post of Lecturer in Management Studies (Production and Material Management) was advertised on 3-9-1994 and three posts of Lecturer in Computer Science were advertised on 24-1-1995, 17-5-1995 and 21-11-1995 and in response applications have been received.

The desirous candidates fulfilling the undermentioned qualifications can also apply upto 20th October, 1996 on the prescribed form obtainable from the Assistant Registrar (Forms and Sty) personally on cash payment or by sending crossed postal order/Bank Draft worth Rs. 100/- drawn in favour of the Registrar, University of Jammu 180 004 encashable at Jammu post Office/Bank

- 1 Lecturer in Management Studies : Scale Rs. 2200-4000: M.Tech, M.Sc. (Engineering) or M.E. in Industrial Engineering/Production Engineering with atleast 55% marks.

OR

MBA with atleast 55% marks with B.E./B. Tech/B.Sc (Engineering) in Industrial Production/Mechanical Engineering/Industrial Engineering.

OR

MBA with main area of specialisation in production and Material Management with atleast 55% marks.

2. Lecturer in Computer Science : Scale Rs. 2200-4000: Master's Degree in

Computer (viz. MCA/M.Tech/M.S/M.E/M.Sc.) with atleast 55% marks. The Scheduled Caste/Scheduled Tribe candidates, if any, will get preference.

P.S. Sahi
REGISTRAR

No. Admn/TW/96/11623-27
Dated : 18-9-1996

ANNA UNIVERSITY : MADRAS 600 025

Advertisement No. 22013/PR-14/96
Dated 19.9.1996

Applications in the prescribed form are invited for the post of Assistant Professor in the field of Disasters and Mitigation. Application form along with details of required qualifications and other particulars can be had from the Registrar, Anna University, Madras-600 025 on request accompanied by a Demand Draft for Rs. 50/- (Rupees Fifty only) dated not earlier than 28.9.96 drawn in favour of the Registrar, Anna University, Madras-600 025, together with a self addressed envelope of size 22 x 10 cm with stamps to the value of Rs. 5/-. The post is temporary for a period of one year and likely to be extended.

Scale of pay: Rs. 3700-125-4950-150-5700

Last date for receipt of completed application is 21.10.1996.

Qualifications prescribed for the post:

Ph.D. Degree in Science/Engineering/Technology with knowledge in Remote Sensing and Earth Science as applicable to the field of disaster and mitigation.

Specialization:

Earth Science: Geology or Geography. Disaster Mitigation Engineering: Related to Earthquake, Landslides, Cyclone, Flood, Drought aspects.

Experience:

3 years experience in Teaching/Industry/Research after obtaining Ph.D. Degree in Science/Engineering/Technology.

REGISTRAR

ALIGARH MUSLIM UNIVERSITY ALIGARH (U.P.)

Advertisement No. 4-A/96-97

Dated: September 15, 1996

Applications on the prescribed form are invited for the following posts by 31.10.1996.

Number and nature of the post may vary at the time of interview. The Selection Committee will be authorised to relax the prescribed qualifications if a highly qualified scholar is otherwise found suitable for the post. Higher initial start may be given to candidates possessing exceptional qualifications and experience.

Scale of Pay

Professor : Rs. 4500-7300 Plus allowances

Reader : Rs. 3700-5700 Plus allowances

Lecturer : Rs. 2200-4000 Plus allowances

A. FACULTY OF ENGINEERING & TECHNOLOGY

1. Reader in Mechanical Engineering, Department of Mechanical Engineering.

Qualifications - (Essential)

- (i) First class Master's degree in appropriate branch of Engineering/Technology.
- (ii) 5 years experience in Teaching/

Industry/Research at the appropriate level.

NOTE: Candidates from Industry/Profession with recognised Professional work equivalent to Master's Degree in the case of Engineering/Technology would also be eligible.

Desirable : Ph.D. Degree in Engineering/Technology.

2. **Lecturer in Civil Engineering (Drafting & Designing), University Polytechnic.**

3. **Lecturers in Civil Engineering, University Polytechnic, Qualifications - (Essential)**

1st class Bachelor's degree in appropriate branch of Engineering/Technology.

4. **Lecturer in Computer Science/Computer Programming, (Temporary) Women's Polytechnic.**

Qualification - (Essential)

First class M.C.A. with Science at Bachelor level or First Class B.Sc. Engg. (Electrical/Electronics) with Diploma in Computer Science Programming or First class B.Sc. Engg. (Computer).

B. FACULTY OF SOCIAL SCIENCES & COMMERCE

5. **Reader in West Asian Studies (Geography), Centre of West Asian Studies.**

6. **Reader in Commerce, Department of Commerce.**

Qualification - (Essential)

Good academic record with a Doctoral degree or equivalent published work in the appropriate branch. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years experience of teaching and/or research provided that atleast three of these years were as Lecturer or in an equivalent position.

This condition may be relaxed in the case of candidates with outstanding record of Teaching/Research.

Desirable for Sl. No. 5 only.

A person having knowledge and understanding of West Asia. Knowledge of any language of area.

7. **Lecturer in West Asian Studies (Political Development) (Temporary), Centre of West Asian Studies.**

8. **Lecturer in Economics (Temporary), Department of Economics.**

Qualifications - (Essential)

Good Academic record with atleast 55% marks or an equivalent grade at Master's Degree level in the relevant subject from an Indian University or an equivalent degree from a foreign University.

Candidates besides fulfilling the above qualifications should have cleared the eligibility test for lecturers conducted by the UGC, CSIR or similar test accredited by the UGC, provided that candidates who have submitted Ph.D. thesis or passed the M.Phil. examination by 31st December 1993 are exempted from the eligibility test for lecturers conducted by UGC, CSIR or similar test accredited by the UGC.

Note: Relaxation from 55% to 50% may be given to the candidates who have cleared the eligibility test for lecturers conducted by UGC/CSIR or a similar test accredited by the UGC or the JRF examination conducted by the UGC/CSIR only.

Desirable for Sl. No. 7 only.

A person having knowledge and understanding of West Asia. Knowledge of any language of area.

C. FACULTY OF MEDICINE

9. **Reader in Anatomy, Department of Anatomy**

Academic Qualifications

M.S. (Anatomy)/

MBBS with M.Sc. (Anatomy),

Ph.D. (Medical Anatomy)/

D.Sc. (Medical Anatomy).

Teaching/Research Experience

As Lecturer in Anatomy for 5 years in a Medical College.

10. **Reader in Paediatrics, Department of Paediatrics.**

Academic Qualifications

M.D. (Paediatrics)

Teaching/Research Experience

As Lecturer in Paediatrics for 5 years in a Medical College.

11. **Assistant Engineer, Building Department.**

Scale of pay : Rs. 2200-4000 plus allowances

Qualification - (Essential)

Bachelor's degree in Civil Engineering from a statutory University with five years experience of maintenance and construction of buildings and roads after obtaining Degree.

OR

Diploma in Civil Engineering from a recognised Institution with 10 years

experience of maintenance and construction of buildings and roads after obtaining Diploma.

12. **Senior Programmer (DSA), Department of Geography**

Scale of pay : Rs. 2200-4000 plus allowances

Qualifications-(Essential)

Master's Degree in Computer Application (MCA).

OR

M.Sc. in Physical Science with PDCA and having one year experience in the relevant field.

Desirable

1. Sufficient experience of working on PCs and Knowledge of dBASE III Language

2. Experience of Software Development for Data Base Systems preferably connected with University Management.

3. A Postgraduate Degree in Computer Science/Engineering with good experience of development and maintaining Software and operating systems.

4. Knowledge of Geographical Information Systems.

Prescribed application forms with instructions may be had either -

a) Personally from the Reception Counter, Administrative Block, AMU on production of Cash receipt for Rs. 25/- issued by the Cash Section, Finance Office, A.M.U., Aligarh, or

b) By post from the Assistant Registrar (Selection Committees), Aligarh Muslim University, Aligarh-202 002, by sending a written request (mentioning the post, Advertisement number and date) with a self addressed stamped Rs. 2/- envelope of 9" x 4" size and a crossed IPO/DD for Rs. 25/- payable to the Finance Officer, Aligarh Muslim University, Aligarh-202 002. The cover should be superscribed on the top left with 'Request For Employment Form'.

Complete application form along with Cash receipt./IPO/DD for Rs. 125/- (non-refundable application fee) procured in the above manner may either be delivered personally or sent by post, superscribing on the top left of the cover the post applied for, advertisement number and date, to the Assistant Registrar (Selection Committees), Aligarh Muslim University, Aligarh-202 002, so as to reach him by 31.10.1996.

REGISTRAR